

Ppc 185 and 186

History Log

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	6/2/2022 9:23:53 AM	Keashia Walker	The PRC186 budget has now been approved.	C
<input type="checkbox"/>	6/1/2022 2:14:48 PM	Megan Pollard	Please review the budget submitted on May 22, 2022 and let us know if we need changes. Thank you!	C
	5/26/2022 9:23:36 AM	NCCCP Admin	Status changed to 'Revision Started'.	S

Allotments

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Allotments

	(1) IDEA 611 (PRC 060) CFDA: 84.027A	(2) IDEA 619 (PRC 049) CFDA: 84.173A	(3) CEIS (070)	(4) PRC 185 CFDA: 84.027X	(5) PRC 186 CFDA: 84.173X	(6) PRC 187	Total
Allotment	\$519,554.00	\$32,101.00	\$0.00	\$121,203.00	\$22,260.00	\$0.00	\$695,118.00
Carryover	\$130,158.18	\$9,143.06	\$0.00	\$0.00	\$0.00	\$0.00	\$139,301.24
Total	\$649,712.18	\$41,244.06	\$0.00	\$121,203.00	\$22,260.00	\$0.00	\$834,419.24

Required Contacts	
Type	Contacts(s)
IDEA Basic - 611 (PRC 060) Contact [Select at least 1 contact(s)]	Megan Pollard
IDEA Preschool - 619 (PRC 049) Contact [Select at least 1 contact(s)]	Megan Pollard

Introduction

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

IDEA - Part B (611) Grant
Introduction

Each Agency (LEAs, SOPs, and Charter Schools) must submit an IDEA-Part B Project and Budget in order to access funds.

The elements of the Project must meet acceptable criteria of compliance prior to the approval of any federally funded Project. Each agency must ensure that children with disabilities (in those schools) receive services in accordance with a properly developed Individualized Education Plan (IEP) and are afforded all applicable rights and services guaranteed under the Individuals with Disabilities Education Act (IDEA).

The purposes of IDEA include (a) ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; (b) ensuring the rights of children with disabilities and their parents are protected; (c) assisting states, localities, educational service agencies, and Federal agencies in providing the education for all children with disabilities; and (d) assessing and ensuring the effectiveness of efforts to educate children with disabilities. [300.1]

The Agency Project must describe policies and procedures the agency has in place to comply with the requirements of Public Law 108.446. Each agency must adopt policies which reflect legal obligations contained in Public Law 108.446 and North Carolina General Statutes 115-C-106, Article 9. The Project must describe the total special education program for children, ages 3-21, with disabilities of the agency, irrespective of the funding source.

No Project may obligate federal funds prior to the date the Project and Budget are submitted in substantially approvable form, and approved by the state education agency.

The Project is a public document and must be made available for public review and inspection (as mandated by Section 614 of Public Law 108.446) prior to submission.

The Project consists of procedures, policies, data tables and assurances. The Project is approved for a one year period. Any changes made in agency policy or procedure described in the Project must be submitted as an amendment to the One-Year Project.

Use of Funds

Funds must be used to develop comprehensive programs and services for children with disabilities in the least restrictive environment (LRE). The State Board has approved and adopted the Continuum of Services outlined in the Policies Governing Services for Children with Disabilities. Adherence to the Policies should ensure a systematic program with alternatives for meeting the LRE requirements. Some or all of the following may be included in the Project:

TEACHERS	TEACHER ASSISTANTS	MATERIALS
SUPPLIES	EQUIPMENT	PHYSICAL THERAPY
HOME/HOSPITAL TEACHERS	PARENT TRAINING	OCCUPATIONAL THERAPY
CHILD IDENTIFICATION	DIAGNOSIS	SCHOOL SOCIAL WORK
TRANSITION SERVICES	*PURCHASED SERVICES	

*Purchased services include professional and educational, adapted PE and other related services as provided in IDEA.

Funds shall not be used to pay attorney fees for either parents or local education agencies in connection with litigation or due process hearings [Teague, 17 EHLE 1186, OSEP, 1991]

Children with Disabilities

Children with disabilities include all children who, because of permanent or temporary mental, physical or emotional disabilities, need special education and are unable to have all their educational needs met in a regular class without special education and related services. The terms used in the definition of children with disabilities are:

AUTISM	DEAF/ BLINDNESS	DEAFNESS
DEVELOPMENTAL DELAY	HEARING IMPAIRMENT	INTELLECTUAL DISABILITY
MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENT	OTHER HEALTH IMPAIRMENT
EMOTIONAL DISABILITY	SPECIFIC LEARNING DISABILITY	SPEECH LANGUAGE IMPAIRED
TRAUMATIC BRAIN INJURY	VISUAL IMPAIRMENT	

Maintenance of Effort - Budget

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

Maintenance of Effort - Budget

(a) Enter LEA budget for the education of students with disabilities. (34 CFR 203) Funds Budgeted FY 2021-2022 must equal or exceed funds spent from the same funding source for the most recent prior fiscal year for which information is available. If the budget level is reduced (Budget Reduction Amount is greater than 0), an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance.

Selected Budget Method 2021-2022	Selected MOE Method 2019-2020
* Total State and Local	Total State and Local Expenditures

Methods for Determining Budget	(i) Funds Budgeted 2021-2022	(ii) Funds Spent 2019-2020 Second Preceding Fiscal Year	Budget Reduction Amount 2021-2022
345 * Projected Child Count			
Total State and Local	* \$ 2,007,291.00	\$2,007,290.44	\$ (0.56)
Total Local Only	* \$ 456,587.00	\$223,447.07	\$ (233,139.93)
Per Child State and Local Total	\$ 5,818.23	\$5,439.81	\$ (378.42)
Per Child Local Total Only	\$ 1,323.44	\$605.55	\$ (717.89)

(b) Reduction Allowances - check all that apply

<input type="checkbox"/> 34 CFR §300.204 Exception:
<input type="checkbox"/> 34 CFR §300.205 Adjustment
<input type="checkbox"/> 34 CFR §300.203 (b) MOE - §300.200 LEA Eligibility

Private School

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

☐ Not Applicable - My LEA does not have any private schools

Carry-Over Funds from 2020-2021 School Year Proportionate Share Calculation for Parentally-Placed School Children with Disabilities

Proportionate Share Amount for Prior School Year:	\$7,465.13
Total Proportionate Share Amount Expended for Prior School Year	\$ 0.00
Total Proportionate Share amount released for 2018-2019 school year	\$2,898.87
Carry-Over Funds Proportionate Share (Note: The carry-over funds must be added to the proportionate share amount calculated below to determine the total proportionate share for the 2021-2022 school year.)	\$ 4,566.26

Private School Counts

Children in private schools with Service Plans.	* 3
Number of children enrolled in private school who have been evaluated.	* 0

Proportionate Share Calculation for Parentally-Placed School Children with Disabilities

LEA Estimate of Planning Allotment for PRC 060 and PRC 049 - enter this field when the Official Planning Allotment is \$0.00	\$
Planning Allotment for PRCs 049, 060, 185, & 186	\$ 834,419.24
Number of Eligible Public and Private School Children:	* 324
Number of Eligible Private School Children : (Between October 1 & December 1)	* 3
Proportionate Share for Private School Children:	\$ 7,726.10
Carry-Over Funds Proportionate Share	\$ 4,566.26
Total Proportionate Share for the Private School Children FY 2021-2022	\$ 12,292.36

* Date of Consultation/meeting with representatives of private school to discuss children with disabilities.

04/14/2021



PRIVATE SCHOOL PARTICIPATION/PARENTALLY PLACED - (Authority: 20 U.S.C. 1412(a)(10)(A)(iii); 34 CFR 300.134) - ALL REQUIREMENTS

BELOW MUST BE ADDRESSED (NC 1501-6.5 Consultation) - Specifically describe the procedure implemented to ensure Private School Participation. (Private Schools, schools or facilities, including religious, that meet the definition of elementary school in NC 1500-2.9 or secondary school in NC 1500-2.32. Registered home schools are recognized as private schools in North Carolina. This section does not cover children enrolled by a public agency in private schools or facilities.)

– If your agency is a State-operated program (SOP) or charter school, select this box as the following would not be required.

* 1. The LEA must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities regarding the child find process and equitable participation. (NC 1501-6.6(a) Indicate how parents, teachers and private school officials will be informed of the process and how parentally placed private school children suspected of having a disability can participate equitably. (300.134)

Teachers, parents and staff of the private school (homeschool) are all included in the IEP team meetings regarding the student and eligible services. Avery County EC staff and administrators are aware of the Child Find Procedures and share with families. Child Find Procedures are posted at each school and posted at the Avery County Board of Education office.

There are two Private Schools in Avery County. They are invited to a consultation meeting each year but have declined to participate. As parents decide to withdraw their children in order to homeschool the case manager communicates with the parent what services are available to private school/homeschool children.

Meaningful consultation with all private school representatives is encouraged by Avery County Schools. The following means of communication are used to encourage participation among private school representatives. Public notice regarding participation in the part B grant is encouraged through:

- A public notice in the local newspaper
- A public notice posted in the office of Avery County Schools Board of Education office.
- Letters and phone calls to private school administration

During scheduled consultation meetings (to date no private school representatives have participated) the following items are on the agenda to be discussed:

- The Child Find process
- How parentally-placed private school representatives can participate in the development of Avery County Schools special education program
- Avery County Schools proportionate share service model

* 2. Give a description of how timely and meaningful consultation occurs with private school representatives and representatives of parents of a parentally placed private school child with disabilities during the design and development of special education and related service provisions for parentally-placed private school children with disabilities. (300.134)

In the Spring of each year, the Avery County Schools Exceptional Children's Director contacts the private school's Director of the private schools in Avery County to offer a consultation meeting and discuss any students who may need to be included in the Child Find process. An invitation letter was mailed to the Private School as well as a phone call. The Private School representatives declined to meet.

During scheduled consultation meetings (to date no private school representatives have participated) the following items are on the agenda to be discussed:

- The Child Find process
- How parentally-placed private school representatives can participate in the development of Avery County Schools special education program
- Avery County Schools proportionate share service model

* 3. The consultation process among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities should be ongoing to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services. Give a description of how the process operates throughout the year. (300.134)(c)

Parents, regular education teachers, Exceptional Children teachers and community agencies may identify concerns and present those concerns to the Exceptional Children's teacher assigned to the school, the Principal, and/or the Director of Exceptional Children at the Avery County Board of Education at any time during the academic school year. Once concerns are presented, a meeting is scheduled with the parent, regular education teachers, administrators, and Exceptional Children teacher to discuss concerns.

If there are any students who are in need of an evaluation, a referral meeting is scheduled to discuss evaluation and if a placement needs to be made after evaluations are conducted. Students who are identified and placed in the Exceptional Children's program are served at the school in the district in which the student resides. For homeschool students, meetings are scheduled and conducted at schools and parents bring their children to the school in the district in which the student resides to be evaluated. The evaluation process for students who attend the private school and that are homeschooled are the same as the students in Avery County. The IEP team reviews the results of the evaluation for each student and makes a determination of services for each student.

As questions arise around homeschool situations the EC Director assists school Administrators and parents with information and next steps.

* 4. Give a description of how (each parentally placed private school child with a disability who has been designated to receive services) the Service Plan is developed addressing the specific special education and related services the LEA will provide.

Students who are identified and placed in the Exceptional Children's program are served at the school in the district in which the student resides. Meetings are also held at the school in the district in which the child resides. The IEP team reviews the results of the evaluation for the student and makes a determination of services for that student. An IEP is discussed first. If the parent declines the IEP and the child is eligible for proportionate share services then a Private Service plan is discussed. If the parent gives consent for services then a plan is created for the student.

* 5. Based on the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities LEAs must make a determination of service provisions. Give a description of how parentally placed children are provided services using a proportionate share of Part B funds. Be specific in the statement about which children will receive services; what type of services will be provided; how, where and by whom special education and related services will be provided. (300.134)(d)

Students who qualify to receive speech language services as either primary speech or as a related service will be offered these through a private service plan (PSP). This was decided after consultation with private school parents this year. Parents and school staff (Exceptional Children's teachers and staff, Administrators, Regular Education teachers) meet to discuss Exceptional Children's services in Individual Educational Plan (IEP) team meetings. Speech language services are offered based on eligibility in which students qualify and service times are presented and agreed upon during the IEP team meeting. The school based Speech Language Pathologist provides services at the student's school in which they reside. Parents bring their children to the school in order to receive services. Transportation can be arranged if a parent needs transportation.

Parentally placed private school (homeschooled) children are given the opportunity to receive Exceptional Children Speech Language services. They are served by certified Speech Language Pathologists.

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☒ N/A - Check N/A if there will be no PRC 070 funds including carryover, no required (mandatory) or voluntary (permissive) CEIS and no student reporting requirements are needed (Student data must be reported in the CEIS plan #8 for three years 2018-2019, 2019-2020 and 2020-21)

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A. General Description of LEA, Facilities and Services

9 * Number of Schools

Number of EC Students on December 1, 2020 child count: 324

* Socio-economic data (data current within last 2 years)

- The population in Avery County is 18,035. The poverty levels are 16.4%. The average income is \$35,091.
- Employment 7,317
- The economy boasts 11, 775 full and part time jobs county wide.
- Avery County has a large number of Christmas tree farms as well as trucking companies.
- The top three employers in Avery County include the North Carolina Division of Prisons, the local medical provider (Appalachian Regional Healthcare System), and the Avery County School System.
- The ethnic background consists of: white (85.5%), Hispanic (5.1%), Black (4.0%), Asian (0.6%), Mixed (5.1%), and other (0.5%). Students receiving free and reduced lunch are 50.2%.

*** Building accessibility (ADA Compliance)**

All schools in the district are accessible to individuals with disabilities.

Accessibility includes:

- Handicap ramps
- Handicap parking
- Wheelchair accessible seating
- Water fountain accessibility
- Lifts
- Elevators in two story buildings with the exception of the alternative learning program location
- Handicap stalls in bathrooms

At the present time construction is occurring at Avery County High School. There are ramps, lifts, and wide doorways. An elevator will be installed by the beginning of the 2021-2022 school year.

The alternative learning program is in a house on the campus of Avery Middle School. It has ramps for handicap access.

*** Continuum of services overview**

Avery County Schools offer a continuum of Exceptional Children's services including the following:

PK Coordinator attends Local Inter-Agency Council meetings to maintain communication with providers of Part C services (Infant Toddler Program) This results in the smooth transition of services for children when they turn three years. All four year old children with disabilities are offered priority for placement in a Pre-K classroom. The Preschool Itinerant EC teacher provides specific services for each child that is eligible. Services take place in an inclusion or pull out/resource model in Pre-K classrooms, Head Start, local daycare centers, and a few students participate in drive-in services at a school location.

EC services are determined on an individual basis in order to best meet the needs of students. Our continuum of services include inclusion, co-teaching, resource, and self-contained and are available to meet the individual needs of children. Emphasis continues to be placed on inclusive special education practices for academics and related services.

Separate setting classrooms are housed at 3 of our 9 schools (Newland Elementary, Avery Middle School, and Avery County High School). In the event that a student is enrolled in a school that does not provide separate setting, transportation is provided by the school system.

Homebound/Hospital services are provided for students who qualify. Students who qualify receive academic and/or related services. These services are delivered in the home or hospital by a licensed EC teacher/related service provider.

B. Use of Funds

State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences.

** The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. The grant cannot be approved until the budget is submitted.*

The funds will be use for the following:

Certified Exceptional Children's teachers

Exceptional Children's teacher assistants

School Psychologists

Occupational Therapist

Physical Therapist

Director of Federal Programs

Additional funds may be used for the following:

Employee benefits as specified by the NC State Employees Benefit Policy.

Indirect costs and un-budgeted funds.

* If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.

Funds are not used to purchase equipment at this time.

* If funds are budgeted for workshops, describe the planned staff development activities.

Funds are not budgeted for workshops at this time.

☐ Check if there will be carryover funds.

\$ 159,774.00 * Indicate the projected amount of the carryover.

* How will carryover funds be utilized? This section can be completed using bullets instead of full sentences.

Carryover funds are used to cover the salaries for EC employees (teachers, therapists, psychologists, and or director) in August and September or until new funds are available from draw down.

C. Personnel and Comprehensive System of Personnel Development

* Address licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.

Avery County Schools has the following number of all certified teachers working with students with disabilities:

17 fully certified Exceptional Children's teachers including

2 fully certified School Psychologists

4 fully licensed Speech Language Pathologists

1 fully licensed Occupational Therapist

1 fully licensed Physical Therapist

* Provide relevant information on current and anticipated personnel vacancies, etc.

We have 2 teacher assistant vacancies at this time. We anticipate filling these vacancies prior to the start of the 2021-2022 school year.

* Describe in-service training for personnel providing special education and related services, training for personnel paid from grant.

Professional Development activities are based on individual needs at each school. The Exceptional Children's staff receive and will continue to receive training on the new ECATS system, the SLD 2020 policy, and the updated Autism Spectrum Disorder policy. Training on EC compliance and EC procedures is ongoing throughout the school year. Exceptional Children staff regularly attend the annual EC Conference in November and the NC SIP Conference in March. Related Service personnel and Exceptional Children teachers will participate in other DPI trainings throughout the school year as they are offered and necessary. The following activities will be the focus of professional development this year:

1) ECATS functionality

2) Extended Content Standards

3) Non-Violent Crisis Intervention (CPI), Trauma, and Resiliency

Required Components

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BY CHECKING THE YES BOX, THE APPLICANT CERTIFIES THAT THE LEA MEETS ALL THE ASSURANCE AND CERTIFICATION REQUIREMENTS NECESSARY TO RECEIVE IDEA, PART B FUNDS

If 'Yes' is selected, no additional comments are necessary. If 'No' is selected, an explanation is required to be entered in the corresponding text box provided below each option.

Assurance	Meets Requirements?	If no, please explain
1. CONFIDENTIALITY and ACCESS (300.612)(300.625)(300.622) - Notice to parents are adequate to fully inform parents about confidentiality and access rights, including a description of the extent that the notice is given in the native languages of the various population groups in the LEA. Notice is available describing the children on whom personally identifiable information, the types of information sought, the methods the LEA intends to use in gathering the information, and the uses to be made of the information. Policy and/or procedure are established regarding the storage, disclosure and third parties, retention, and destruction of personally identifiable information. The Parent Handbook of Rights is issued to parents once a School Year. The content addresses all of the rights of parents and children regarding the rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 and implementing regulations in 34 CFR part 99. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the region of the activity.	<div><div>*</div><div>Yes <input checked="" type="radio"/></div><div>No <input type="radio"/></div></div>	
ACCESS RIGHTS (300.613) - Permission is granted to parents to inspect and review any education record(s) relating to their children that are collected, maintained, or used by the LEA. The LEA complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, and in no case more than 45 days after the request has been made. The right to inspect and review education records includes: the right to a response from the participating LEA to reasonable requests for explanations and interpretations of the records; the right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and the right to have a representative of the parent inspect and review the records. The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the LEA has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.	<div><div>*</div><div>Yes <input checked="" type="radio"/></div><div>No <input type="radio"/></div></div>	

<p>RECORD of ACCESS (300.614)(300.617) - The LEA keeps a record of parties obtaining access to education records collected, maintained, or used under Part B (except access by parents and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The LEA provides parents on request a list of the types and locations of education records collected, maintained, or used by the LEA. The LEA may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The LEA may not charge a fee to search for or to retrieve information.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>AMENDMENT of RECORDS at PARENT'S REQUEST (300.618) - A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child, may request the participating LEA that maintains the information to amend the information. The LEA decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>OPPORTUNITY FOR and RESULT of HEARING (300.619)(300.620) - Upon request, the LEA provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result, of the hearing, the agency decides that the information in inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>CONSENT (300.622) - Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies/LEAs unless the information is contained in educational records, and the disclosure is authorized without parental consent. Parental consent, or the consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is release to officials of participating agencies providing or paying for transition services. If a child is enrolled, or is in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private schools is located and officials in the LEA of the parent's residence. The LEA has policies and/or procedures that are used in the event that a person refuses to provide consent.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	

<p>SAFEGUARDS (300.623) - The LEA protects the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. One official at each participating LEA shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the LEA's policies and procedures. Each participating agency maintains, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to this information.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>DESTRUCTION of INFORMATION (300.624) - The LEA informs parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his/her grades, attendance records, classes attended, grade level completed and year completed are maintained without time limitation.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>CHILDREN'S RIGHTS (300.625) - The LEA provides policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B are transferred to a student who reaches the age of majority, the rights regarding educational records must also be transferred to the student. However, the LEA provides any notice required to the student and the parents.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>2. LEAST RESTRICTIVE ENVIRONMENT (300.114-300.120)(300.124C) - The LEA ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	

3. INDIVIDUALIZED EDUCATION PROGRAM (300.323) - The IEP is in effect for each child with a disability at the beginning of each school year and it is in effect before special education and related services are provided to an eligible child. The IEP is implemented as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. It is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who is responsible for its implementation. Each teacher and provider is informed of their responsibilities related to implementing the child's IEP and is informed of specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

Children Placed or Referred to Private School by the Public Agency (300.145): The LEA ensures that before a child with a disability is placed, or referred to a private school, the agency shall initiate and conduct a meeting to develop an IEP for the child. The LEA ensures that a representative of the private school attends the meeting. If the representative cannot attend, the LEA uses other methods to ensure participation by the private school. After a child with a disability enters a private school, any meetings to review and revise the child's IEP may be initiated and conducted by the private school at the discretion of the LEA. If the private school initiates and conducts these meetings, the LEA shall ensure that the parents and a LEA representative are involved in any decision about the child's IEP; and agree to any proposed changes in the IEP before those changes are implemented. When the private school implements the IEP, the LEA is responsible for compliance.

IEP MEETINGS and IEP TEAM (300.321) - The LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. Within a reasonable period of time following the LEA's receipt of a parent consent to an initial evaluation, the child is evaluated, and if determined eligible under this part, special education and related services are made available to the child in accordance with an IEP. A meeting to develop the IEP must be conducted within 30 days of a determination that the child needs special education and related services. The IEP Team reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP as appropriate.

The LEA ensures the IEP team for each child with a disability includes the parents of the child, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher of the child, or if appropriate, at least one special education provider of the child, a representative of the LEA who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. This representative is knowledgeable about the availability of resources of the LEA, an individual who can interpret the instructional implications of evaluation results, who may be member of the team. At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

*
Yes ☒ No ☐

*
Yes ☒ No ☐

DEVELOPING, REVIEW and REVISION of IEP (300.324) - The IEP team, when developing the IEP considers the strengths of the child, concerns of the parents for enhancing the education of their child, recent evaluation(s), and the academic developmental, and functional needs of the child. The Team takes into consideration special factors such as a child whose Behavior impedes his learning or that of others, consider the use of positive behavioral interventions and support strategies the child with limited English proficiency, the child who is blind or visually impaired, communication needs of the child, whether the child requires assistive technology devices and services. If, in considering the special factors, the IEP Team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modifications) in order for the child to receive FAPE, the Team must include a statement to that effect in the child's IEP. The regular education teacher of the child must participate in the development, review and revision of the child's IEP.

*
Yes ☒ No ☐

CONTENT of IEP (300.320) - The IEP for each child with a disability must include a statement of the present levels of academic achievement and functional performance, a statement of measurable annual goals, including functional goals, a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided. Content of the IEP will include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities, a statement of any individual modifications that are needed in order for the child to participate in the assessment. For children with disabilities who take alternate assessments aligned to alternate standards, a description of benchmarks or short term objectives is given. Included in the content of the IEP will be the projected date for the beginning of the services and modifications, a statement of how the child's progress will be regularly informed.

*
Yes ☒ No ☐

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments.

Beginning at age 14 (or younger, if appropriate) an annually updated statement of the transition service needs of the student under the applicable components of the students' IEP that focuses on the student's courses of study. For each student beginning at age 16 (or younger, if appropriate) a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. At the age of majority, beginning not later than one year before a student reaches the age of majority, the student's IEP will include a statement that the student has been informed of his/her rights under Part B of the Act. The IEP includes appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

4.	<p>FREE APPROPRIATE PUBLIC EDUCATION (FAPE)(300.101)(300.102) - The LEA ensures that a free appropriate public education is available to children ages 3 through 21, including children with disabilities who have been suspended or expelled from school. The LEA further ensures that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade (300.103 - 300.109). The LEA assures that Special Education and related services (a) are provided at public expense, under public supervision and direction, and without charge (b) meet the standards of the SEA, including the requirements of this part (c) include preschool, elementary school, or secondary school education in the State; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements (300.320-300.324)</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	
5.	<p>Child Find (NC 1501-2.9) - The LEA has in effect policies and procedures that ensure that-- (i) All children with disabilities three through 21 residing in the LEA, including children who are homeless children or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; (ii) All children with disabilities three through 21 parentally placed in a private school located in the LEA, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and (iii) A practical method developed and implemented to determine which children are currently receiving needed special education and related services.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	
	<p>National Instructional Materials Access Center (NIMAC) ASSURANCE (300.210) -The LEA is coordinating with the National Instructional Materials Access Center (NIMAC) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner, or if not, assures instructional materials will be provided to blind persons or other persons with print disabilities in a timely manner.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	

Public Notice

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

[Sample of Public Notice \(Click to download\).](#)

Public Notice

The Individuals with Disabilities Education Act (IDEA-Part B, Public Law 108.446) Project is presently being amended. The Project describes the special education programs that _____ (name of your LEA) proposes for Federal funding for the 2021-2022 School Year. Interested persons are encouraged to review amendments to the Project and make comments concerning the implementation of special education under this Federal Program. All comments will be considered prior to submission of the amended Project to the North Carolina Department of Public Instruction in Raleigh, North Carolina. The IDEA-Part B Project is open to the public for review and comments during the week of _____ (insert the dates you select) in the office of _____ (insert the name of the Director of E C Programs) located at _____ (insert the address of your E C Office). Data Type:

Sample. Sample. Sample. Sample.

Media Specifics

* Type of Media (Daily or weekly newspaper, bulletin, periodical, etc.)

Weekly Newspaper

* Media Agency Name

Avery Journal

Advertisement Specifics

Include in the ad the dates the ad will run in the newspaper, location of the project public review, contact person for the project and the dates the project will be available for public review. Give reasonable notice for public participation prior to the public review dates.

Public Review Dates:

- Give reasonable Public Notices for participation prior to the grant review dates.
- The public notice ad needs to be published before the public review dates.
- The public notice must run for more than one date.
- The grant cannot be submitted until the completion of the public review dates.

* Last Public Review Date

05/21/2021






Attach an affidavit from the media source supporting the public notification. Advertisement copies and Word document of the public notice is not acceptable.

Documents	
Type	Document Template
IDEA Media Affidavit [Upload at least 1 document(s)]	N/A
Document/Link	
IDEA Public Notice	

Related Documents

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

Required Documents		
Type	Document Template	Document/Link
IDEA Media Affidavit [Upload at least 1 document(s)]	N/A	 IDEA Public Notice
Optional Documents		
Type	Document Template	Document/Link
IDEA CEIS Grant Student Log [Upload at least 1 document(s)]	 CEIS Grant Student Log for 2021-22	
CEIS Permissive Use Form [Upload up to 1 document(s)]	 CEIS Permissive Use Form	

Budget

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Budget

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	060	2	No	No	4.95 %

Fiscal Information

NCDPI Finance		LEA Budget
Allotment Type:		
Allotment Amount:		DPI Allotment
		\$519,554.00
Carryover Amount:		\$130,158.18
Allotment Plus Carryover:		\$649,712.18
Total Budgeted:		\$649,712.18
Total Remaining:		\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	06/27/2022 04:48 PM	Admin, NCCCIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
6/27/2022 4:48 PM	Approved		Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Millen, Elizabeth
6/27/2022 1:14 PM	Approved (Pending)		Millen, Elizabeth			
6/23/2022 1:27 PM	Received		Admin, NCCCIP			
4/11/2022 4:45 PM	Approved		Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam





Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
4/11/2022 4:45 PM	Approved (Pending)		Admin, NCCCLIP			
4/11/2022 10:02 AM	Approved (Pending)		Parent, Adam			
4/8/2022 9:52 AM	Received		Admin, NCCCLIP			
8/26/2021 4:45 PM	Approved		Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
8/26/2021 4:45 PM	Approved (Pending)		Admin, NCCCLIP			
8/26/2021 11:18 AM	Approved (Pending)		Parent, Adam			
8/17/2021 8:12 AM	Received		Admin, NCCCLIP			
7/22/2021 4:45 PM	Denied		Admin, NCCCLIP			Budget/Amendment Marked as Denied By Program Consultant - Parent, Adam
7/22/2021 8:55 AM	Denied (Pending)		Parent, Adam			
5/28/2021 8:11 AM	Received		Admin, NCCCLIP			

☒ Highlight Amended Rows

All 

Download Budget Data

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
	Salary	3		5210	133	000	00	\$57,360.00	\$0.00	\$57,360.00		
	Salary	3		5210	145	000	00	\$121,072.60	\$0.00	\$121,072.60		
	Other	3		5210	184	000	00	\$964.69	\$0.00	\$964.69		
	Other	3		5210	211	000	00	\$13,650.10	\$0.00	\$13,650.10		

	Other	3	5210	221	000	00	\$40,825.37		\$17.85	\$40,843.22	
①	Other	3	5210	231	000	00	\$20,124.00		\$933.12	\$21,057.12	
①	Other	3	5210	232	000	00	\$1,784.33		\$0.00	\$1,784.33	
①	Other	3	8100	392	000	00	\$25,134.13		\$100.34	\$25,234.47	
①	Other	3	8200	399	000	00	\$99,615.45		\$15,383.75	\$114,999.20	
Total:							\$380,530.67		\$16,435.06	\$396,965.73	

302 - Avery County High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
①	Salary	3	5210	121	000	00	\$48,000.00		\$0.00	\$48,000.00		
①	Other	3	5210	211	000	00	\$3,672.00		\$0.00	\$3,672.00		
①	Other	3	5210	221	000	00	\$10,982.40		\$4.80	\$10,987.20		
①	Other	3	5210	231	000	00	\$6,708.00		\$311.04	\$7,019.04		
①	Other	3	5210	232	000	00	\$480.00		\$0.00	\$480.00		
Total:							\$69,842.40		\$315.84	\$70,158.24		

304 - Banner Elk Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
①	Salary	3	5210	121	000	00	\$50,000.00		\$0.00	\$50,000.00		
①	Other	3	5210	211	000	00	\$3,825.00		\$0.00	\$3,825.00		
①	Other	3	5210	221	000	00	\$11,440.00		\$5.00	\$11,445.00		
①	Other	3	5210	231	000	00	\$6,708.00		\$311.04	\$7,019.04		
①	Other	3	5210	232	000	00	\$500.00		\$0.00	\$500.00		
Total:							\$72,473.00		\$316.04	\$72,789.04		

328 - Newland Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
①	Salary	3	5210	121	000	00	\$50,000.00		\$0.00	\$50,000.00		
①	Other	3	5210	211	000	00	\$3,825.00		\$0.00	\$3,825.00		
①	Other	3	5210	221	000	00	\$11,440.00		\$5.00	\$11,445.00		
①	Other	3	5210	231	000	00	\$6,708.00		\$311.04	\$7,019.04		
①	Other	3	5210	232	000	00	\$500.00		\$0.00	\$500.00		
Total:							\$72,473.00		\$316.04	\$72,789.04		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget	Amount	Amendment	Amount	Revised	Amount	Change	Justification	DPI	Comments
1	Salary	3	6200	113	000	00		\$26,001.60		\$0.00		\$26,001.60				
1	Other	3	6200	211	000	00		\$1,989.12		\$0.00		\$1,989.12				
1	Other	3	6200	221	000	00		\$5,949.17		\$2.60		\$5,951.77				
1	Other	3	6200	231	000	00		\$2,683.20		\$124.42		\$2,807.62				
1	Other	3	6200	232	000	00		\$260.02		\$0.00		\$260.02				
Total:								\$36,883.11		\$127.02		\$37,010.13				

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Budget

Filter by Location: All - \$0.00 

Purpose Code		Total
Object Code		
Total		0.00
	Adjusted Allocation	649,712.18
	Remaining	649,712.18

Introduction

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Application

- ☐ LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

* Applicants understand that all introductory and required components of the 611 grant also apply to the 619 grant project funds. A 611 grant application must be submitted in order to apply 619 grant funds.

Funding

The funding for local educational agencies (LEAs) is based upon 75% of the 1997 grant award amount with the remaining funds to be allocated in the following formula: (a) 85% based upon the number of children enrolled in public and private elementary and secondary schools and (b) 15% based upon the number of those same children living in poverty.

Interagency Council

Each LEA shall participate in an interagency council or committee from the community to work on establishing new programs or to utilize existing programs and services that are in place. Involving other agencies is an important part of establishing a comprehensive service delivery model for 3-, 4-, and 5-year-old children with disabilities. Interagency cooperation is essential in Child Find activities and community awareness to identify eligible children and to avoid duplication of program planning. When all agencies work together, more program options with inclusive settings are available to families and children. The NC ICC receives its federal authority and charge through the Individuals with Disabilities Education Act (IDEA) under Public Law 108-446 and its state authority through NC General Statute 143B-179.5.

I. Use of Funds

These monies must be used to initiate or expand special education and related services to children with disabilities who are 3-, 4-, and those 5-year-old children who are not yet 6 prior to December 1 child count. In addition to the information provided regarding use of funds in the 611 grant application, 619 funds may be used for:

- Contracts with Existing Programs (*Only Preschool programs will address in grant*) - Local educational agencies may contract with existing preschool programs (developmental day or private programs) to provide educational services to identified children. When placing preschool children with disabilities in educational programs, identification and placement procedures outlined in Policies Governing Services for Children with Disabilities must be followed. Programs in which the children are placed must be staffed by appropriately licensed personnel. If a local educational agency elects to contract with another agency for services, a copy of that contract should be on file in the LEA
- Collaborative Programs (ie. Head Start) with Other Agencies or Local Educational Agencies (*Only Preschool programs will address in grant*) - Local educational agencies may establish cooperative programs with other agencies or other local educational agencies to provide more comprehensive services to identified children. Cooperative agreements outlining areas of responsibility should be completed by the participating agencies and kept on file in the LEA.
- Other - Local educational agencies may use grant funds for other activities which are relevant to children ages 3-5 with disabilities. Such activities may include parent education programs, in-service training for professional staff and/or volunteers, establishment of an interagency council, interagency activities, resource staff to integrate children into various preschool programs and transition services to assist preschool children as they move into kindergarten as applicable.

II. Eligibility Requirements

Children to be served must be 3-, 4-, and 5-years of age (who are not yet 6 prior to December 1 child count) and identified as having a disability according to the definitions included in Policies Governing Services for Children with Disabilities. A child with disabilities is eligible for services when he/she reaches the third birthday, his/her parents request services from the local education agency and the child meets established eligibility criteria. Three options are available when a child reaches his/her third birthday and is eligible for services under the 619 Grant Program:

1. The child may remain in his/her current program without local educational agency involvement.
2. The child may remain in his/her current program receiving services from outside the school system and the local education agency may offer rights and/or provide additional services if needed.
3. The local educational agency will become the actual service provider. (example: child will be placed in a school-based preschool program or receive special education (*Only Preschool programs will address in grant*) and related services in the child's least restrictive environment, e.g., home, child care, Head Start or private preschool.)

III. ☒ Please confirm that the Preschool Data Collection has been submitted.

Use of Funds

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Application

☐ LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

Please only include 3-, 4- and 5-year-olds, including five- year-olds in kindergarten who are not yet 6 prior to December 1 child count. Include all activities that are paid for with PRC 049 funds and do not include activities that are not paid for with PRC 049 funds. Each area should match the items included in the submitted budget.

A. Use of Funds

State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences.

** The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. The grant cannot be approved until the budget is submitted.*

- Salary for the Itinerant EC Pre-K Teacher
- Benefits for the Itinerant EC Pre-K Teacher
- Indirect costs and unbudgeted funds are also included.

* If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.

Funds are not used to purchase equipment at this time.

* If funds are budgeted for workshops, describe the planned staff development activities.

Funds are not used for workshops at this time.

☐ Check if there will be carryover funds.

\$ 9,363.00 * Indicate the projected amount of the carryover.

* How will carryover funds be utilized? This section can be completed using bullets instead of full sentences.

Carryover funds are used to cover the salary for the Pre-K Itinerant EC teacher in August and September or until new funds are available from draw down.

*** B. Provide an overview of the continuum of Part B 619 Services. Include specific information regarding how the LEA makes the full continuum of placement options (RECP, separate setting, home, provider location) available for all IEP teams to consider during IEP development and review.**

The Pre-K Coordinator attends Local Inter-Agency Council meetings to maintain communication with providers of Part C services (Infant Toddler Program). This results in the smooth transition of services for children when they turn three years. Children can be referred by the Children's Developmental Services Agency, daycare centers, Head Start centers, parents, physicians, and the Department of Social Services. All four year old children with disabilities are offered placement in a Pre-K classroom.

The Preschool Itinerant EC teacher provides specific services for each child that is eligible. Children can also receive occupational therapy, physical therapy, and speech language services if they are eligible. Services take place in an inclusion or pull out/resource model in Pre-K classrooms, Head Start, and local daycare centers. Students that are not in a traditional childcare or Pre-K setting but are in the home will either receive services in the the home or will receive services in the schools with the parent bringing them to the school. Children can have a modified day if it is necessary based on the IEP team's decision. We can also provide additional paraprofessional support for a child if it is necessary based on the IEP team's decision. One of the district's priorities is to include the least restrictive environment for each student. The district looks at the most inclusive setting possible. A more restrictive setting, such as a separate setting, can be explored if it is needed for specific students.

The LEA shares Child Find procedures with the schools and communities each year. Child Find procedures are also posted in schools and community agencies within the county.

C. Personnel

☐ Check if there are current Part B 619 vacancies and/or plans for staffing changes.

Related Documents

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Application

Required Documents

This page is currently not accepting Related Documents.

Budget

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Budget

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	049	1	No	No	4.95 %

Fiscal Information

NCDPI Finance		LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$32,101.00	\$32,101.00
Carryover Amount:	\$9,143.06	\$9,143.06
Allotment Plus Carryover:	\$41,244.06	\$41,244.06
Total Budgeted:		\$41,244.06
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	05/04/2022 04:45 PM	Admin, NCCCIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
5/4/2022 4:45 PM	Approved		Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Walker, Keashia
5/4/2022 4:45 PM	Approved (Pending)		Admin, NCCCIP			
5/4/2022 3:42 PM	Approved (Pending)		Walker, Keashia			
4/8/2022 9:03 AM	Received		Admin, NCCCIP			

Other	3	8100	392	000	00	\$2,527.04	(\$607.24)	\$1,919.80
Other	3	8200	399	000	00	\$2,837.56	(\$2,273.57)	\$563.99
Total:						\$56,385.06	(\$15,141.00)	\$41,244.06

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Budget

Filter by Location: All - \$0.00 

Purpose Code		Total
Object Code		
Total		0.00
Adjusted Allocation		41,244.06
Remaining		41,244.06

Budget

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA/American Rescue Plan Act of 2021 (ARP) Basic - 611 (PRC 185)

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	185	2	No	No	0.00 %

Fiscal Information

NCDPI Finance LEA Budget

Allotment Type: DPI Allotment

Allotment Amount: \$121,203.00 \$121,203.00

Carryover Amount: \$0.00 \$0.00

Allotment Plus Carryover: \$121,203.00 \$121,203.00

Total Budgeted: \$121,203.00

Total Remaining: \$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
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Approved 06/02/2022 04:45 PM Admin, NCCCIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
6/2/2022 4:45 PM	Approved		Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
6/2/2022 10:52 AM	Approved (Pending)		Parent, Adam			
6/2/2022 10:26 AM	Received		Admin, NCCCIP			
5/24/2022 4:45 PM	Approved		Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
5/24/2022 4:45 PM	Approved (Pending)		Admin, NCCCIIP			
5/24/2022 10:39 AM	Approved (Pending)		Parent, Adam			
5/24/2022 9:43 AM	Received		Admin, NCCCIIP			
3/15/2022 5:46 PM	Approved		Admin, NCCCIIP			Budget/Amendment Marked as Approved By Program Consultant -
3/15/2022 9:16 AM	Approved (Pending)		Parent, Adam			
2/14/2022 9:07 AM	Under Review		Parent, Adam			
10/29/2021 8:50 AM	Received		Admin, NCCCIIP			

☒ Highlight Amended Rows

All ☐

Download Budget Data






000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
<input checked="" type="checkbox"/>	Other	3	8200	399	000	00	\$45.77	(\$45.77)	\$0.00			
Total:							\$45.77	(\$45.77)	\$0.00			

318 - Avery Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
<input checked="" type="checkbox"/>	Salary	3	5210	142	000	00	\$30,825.70	\$0.00	\$30,825.70			
<input checked="" type="checkbox"/>	Other	3	5210	211	000	00	\$2,358.17	\$0.00	\$2,358.17			
<input checked="" type="checkbox"/>	Other	3	5210	221	000	00	\$7,056.00	\$0.00	\$7,056.00			
<input checked="" type="checkbox"/>	Other	3	5210	231	000	00	\$7,019.04	\$0.00	\$7,019.04			
<input checked="" type="checkbox"/>	Other	3	5210	232	000	00	\$308.26	(\$8.23)	\$300.03			
Total:							\$47,567.17	(\$8.23)	\$47,558.94			

328 - Newland Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI	Comments
	Salary	3	5210	121	000	00	\$50,650.00	\$0.00	\$50,650.00				
	Other	3	5210	211	000	00	\$3,874.73	\$0.00	\$3,874.73				
	Other	3	5210	221	000	00	\$11,593.79	\$0.00	\$11,593.79				
	Other	3	5210	231	000	00	\$7,019.04	\$0.00	\$7,019.04				
	Other	3	5210	232	000	00	\$506.50	\$0.00	\$506.50				
Total:							\$73,644.06	\$0.00	\$73,644.06				

Budget

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - IDEA/American Rescue Plan Act of 2021 (ARP) Preschool - 619 (PRC 186)

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	186	1	No	No	0.00 %

Fiscal Information	NCDPI Finance	LEA Budget
--------------------	---------------	------------

Allotment Type:	DPI Allotment
Allotment Amount:	\$22,260.00
Carryover Amount:	\$0.00
Allotment Plus Carryover:	\$22,260.00
Total Budgeted:	\$22,260.00
Total Remaining:	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	06/02/2022 04:45 PM	Admin, NCCCIP

Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
6/2/2022 4:45 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Walker, Keashia
6/2/2022 9:22 AM	Approved (Pending)		Walker, Keashia			
5/26/2022 9:23 AM	Received		Admin, NCCCIP			
2/21/2022 4:45 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Walker, Keashia

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
2/21/2022 4:45 PM	Approved (Pending)		Admin, NCCCIP			
2/19/2022 12:45 PM	Approved (Pending)		Walker, Keashia			
12/21/2021 3:12 PM	Under Review		Walker, Keashia			
10/29/2021 8:52 AM	Received		Admin, NCCCIP			

[Highlight Amended Rows](#)

All ▼

[Download Budget Data](#)

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
1	Salary	3	5230	121	000	00	\$7,600.00	\$1,280.00	\$8,880.00	To amend budget to actual.	
1	Other	3	5230	211	000	00	\$581.40	\$97.92	\$679.32		
1	Other	3	5230	221	000	00	\$1,647.68	\$384.95	\$2,032.63		
1	Other	3	5230	231	000	00	\$1,341.60	\$4,273.63	\$5,615.23		
1	Other	3	5230	232	000	00	\$76.00	\$12.80	\$88.80		
1	Other	3	8200	399	000	00	\$11,015.32	(\$6,051.30)	\$4,964.02		
Total:							\$22,262.00	(\$2.00)	\$22,260.00		

Maintenance of Effort - Expenditures

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Maintenance of Effort - Expenditures

- ☐ NCDPI is requesting Maintenance of Effort - Expenditures (when box is unchecked, form is disabled - NCDPI will check the box when they are ready for LEAs to complete this form)

Maintenance of Effort - Expenditures

Enter LEA expenditures for the education of students with disabilities. (34 CFR 203). First Preceding Fiscal Year amount must be equal to OR more than Second Preceding Fiscal Year. If the level of expenditures (local, or State and local) are reduced (MOE Reduction Amount is greater than 0), an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance. Also, a MOE Justification Form (\$300.204/\$300.205) and cover letter must be submitted by October 31st from LEA superintendent to DPI Exceptional Children Division director for approval. The amount of expenditure reduction must be equal or less than the total amount of reduction documented on the required justification form.

If LEAs second preceding fiscal year figures are different in the grant from the submitted MOE calculation form, an MOE Change Request must be submitted from the LEA Superintendent to the DPI Exceptional Children Division Director along with copies of the corresponding expenditure reports. If an adjustment is needed for Column II (Funds Spent), attach the corresponding expenditure report and MOE Change Request Form.

* Selected MOE Method
Total State and Local Expenditures


Attach the MOE Calculation form. If section (b) is completed (reduction allowances), attach justification forms \$300.204 and/or \$300.205.

Type

Documents
Document Template

Document/Link

IDEA MOE Calculation Form /Justification Forms [Upload at least 1 document(s)] N/A

 [LEA MOE Calculator AVERY](#)

Methods for Determining MOE		(I) Funds Spent 2020-2021 First Preceding Fiscal Year Due by October 31st	(II) Funds Spent 2019-2020 Second Preceding Fiscal Year Figures on MOE calculation form must match figures below	MOE Reduction Amount 2020-2021
324	December Child Count			
Total State and Local Expenditures		* \$ 2,040,959.06	\$ 2,007,290.44	\$ (33,668.62)
Total Local Expenditures Only		* \$ 445,910.08	\$ 223,447.07	\$ (222,463.01)
Per Child State and Local Total Expenditures		\$ 6,299.26	\$ 5,439.81	\$ (859.45)

Per Child Local Total Expenditures
Only

\$ 1,376.27

\$ 605.55

\$ (770.72)

(b) Reduction Allowances - check all that apply

☐ 34 CFR §300.204 Exception:

☐ 34 CFR §300.205 Adjustment

☐ 34 CFR §300.203 (a) MOE - §300.200 LEA Eligibility

Related Documents

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Maintenance of Effort - Expenditures

Required Documents	
Type	Document/Link
IDEA MOE Calculation Form /Justification Forms [Upload at least 1 document(s)]	 LEA MOE Calculator AVERY

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Assurances

* As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following assurances.

Assurance Regarding Implementation of the Requirements

For the purpose of implementing provisions of the Individuals with Disabilities Education Act Amendments of 2004, which amended the Individuals with Disabilities Education Act (the Act), the local educational agency will comply with all of the requirements of Parts A and B of the IDEA, as amended by the IDEA Amendments of 2004, including (1) all of the policies and procedures that were approved as part of the State's most recent prior year State plan under Part B of the IDEA that are not inconsistent with the IDEA as amended by the IDEA Section 611 Amendments of 2004; and (2) all of the eligibility requirements of IDEA Section 611 of the Act, including use of funds in accordance with requirements for supplement not supplant, excess cost and ESSA Title 1 schoolwide program. The LEA also assures that it will revise its policies and procedures to make them fully consistent with the IDEA as amended by the IDEA Amendments of 2004. If requested, the LEA will provide the Director of the Exceptional Children Division copies of the policies and procedures it has in effect to ensure that it meets each of the eligibility requirements in IDEA Section 611 of the Act.

Assurance Regarding Budget Submission

An initial budget must be submitted within the electronic budget system (ie. BAAS) before the grant is submitted for approval.

For the purpose of coordinating submission of this grant application along with budget information, this assures that the budget matches the activities outlined in the "Use of Project Funds" sections. By checking this assurance, the Exceptional Children Director for the above LEA is hereby assuring to have met with the finance officer regarding any and all budget data for exceptional children and has already submitted said budget.

Assurance Regarding Fiscal Audit

If the agency receives over \$750,000 or more in total (includes all federal and state funds allocated to the LEA for all education programs) federal financial assistance in a fiscal year from the North Carolina Department of Public Instruction, the agency agrees to:

- have a fiscal audit made in accordance with Federal Office of Management and Budget Uniform Guidance 200.331 (for state and local governments) or Part 200 Uniform Administrative Requirements Cost Principals and Audit Requirements for Federal Awards (for universities, hospitals and nonprofit organizations),
- take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and
- permit independent auditors of the North Carolina Department of Public Instruction access to records and financial statements as necessary.

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Assurances

ASSURANCE CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applications should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements in 34 CFR Part 82, "New Restrictions on Lobbying and 34 CFR Part 85", "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction grant or cooperative agreement.

☐ * As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certifications.

1. Lobbying

As required by Section 1352, Title 31 of the US Code and implemented at 34 CFR Part 82 for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions;
- (C) The undersigned shall require that the language of this certification be included in the award documents for all subawards to all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, defined at 34 CFR Part 85, Sections 85.105 and 85.110.

(A) The applicant certifies that it and its principals:

- | | |
|-----|--|
| (a) | Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; |
| (b) | Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; |
| (c) | Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and |

	(d)	Have not within a three-year period preceding this application had one or more public transactions (Federal, State or local) terminated for cause or default; and
	(B)	Where the applicant is unable to certify to any of the statements in this certification, he or she shall include an explanation with this application.
3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)		
As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Sections 85.605 and 85.610.A.		
A.	The applicant certifies that it will or will continue to provide a drug-free workplace by:	
	(a)	Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
	(b)	Establishing an on-going drug-free awareness program to inform employees about -
	(1)	The dangers of drug abuse in the workplace;
	(2)	The grantee's policy of maintaining a drug-free workplace;
	(3)	Any available drug counseling, rehabilitation, and employee assistance programs; and
	(4)	The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
	(c)	Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph(a);
	(d)	Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
	(1)	Abide by the terms of the statement; and
	(2)	Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
	(e)	Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: US Department of Education 400 Maryland Avenue, SW (Room 3124) GSA Regional Office Building No. 3 Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
	(f)	Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
	(1)	Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
	(2)	Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency;
	(g)	Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).
B.	The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street Address, City, County, State, Zip Code)	

<input type="checkbox"/> Check if there are workplaces on file that are not identified here.	
4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)	
A.	As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -
B.	<p>If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report conviction, in writing, within 10 calendar days of the conviction to:</p> <p>Director, Grant and Contracts Service US Department of Education 400 Maryland Avenue SW (Room 3124) GSA Regional Office Building No. 3 Washington, DC 20202-4571.</p> <p>Notice shall include the identification number(s) of each affected grant.</p>

Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, NCDFPI will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where NCDFPI may provide notes to explain those items. The LEA should check for notes and additional comments. Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If NCDFPI determines that the item has been corrected, Attention Needed will be changed to OK by the NCDFPI Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description (Collapse All Expand All)

1. 611 - Private School Participation/Parentally Placed

Not Reviewed

1.01 Section Applicability

1.02 Date of Consultation/Meeting (must be held prior to submitting the grant):

1.03 Communication regarding equitable participation and the process

1.04 Timely/meaningful consultation occurrence

1.05 Ongoing collaborative process

1.06 Service Plans development

1.07 Proportionate Share Funds Use/Services provision - which students? what? how/by whom? where?

2. 611 - Coordinated Early Intervening Services (CEIS) and Permissive Use Description

Not Reviewed

2.01 Indicate the area, or potential area, of disproportionality and indicate the contributing factors.

2.02 District-wide Implementation Plan

2.03 Targeted student group

2.04 Data used to determine target group

2.05 Tracking effectiveness

2.06 Expended funds in-line with implementation plan

2.07 Number of Students 2019-2020

2.08 Total number of students who received CEIS under the IDEA any time in the past three school years (2017-2018, 2018-2019 and 2019 - 2020)

2.09 CEIS Student Log (Supports service description)

3. 611 - Narrative

Not Reviewed

3.01 General Description of LEA, Facilities and Services: - # of schools, - Socio-economic data (data current within last 2 years):- # of EC Students on December 1, 2018 child count; - Building accessibility;- Continuum of Services Overview

3.02 Programmatic Use of Funds Review

3.03 Personnel and Comprehensive system of personnel development: Licensure status and number of all teachers, Personnel vacancies, In-service Training

4. 611 - Required Components

Not Reviewed

4.01 In agreement

5. 611 - Public Notice

Not Reviewed

5.01 Media Type and Specifics

5.02 Affidavit with dates Public Notice ran

5.03 Notice ran for more than one day

5.04 Public comment dates are after the last date notice ran

5.05 Advertisement Specifics - Location of the project public review, Contact person for the project review, Dates the project review will be available for public review, Grant submitted after the last Public Review date

6. 619 - Introduction

Not Reviewed

6.01 Affirmation completed

7. 619 - Use of Funds

Not Reviewed

7.01 Narratives are complete, comprehensive and acceptable.

7.02 Funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities

7.03 Funds budgeted for workshops, describe the planned staff development activities.

7.04 Carryover funds amount

7.05 Carryover utilization

8.619 - Continuum of Services Overview	Not Reviewed
9.619 - Personnel Vacancies and Adjustments	Not Reviewed
9.01 Personnel vacancies and adjustments	
10.611 - Maintenance of Fiscal Effort - Budget	Not Reviewed
10.01 Selected Budget Method for 2020-2021	
10.02 Budgeted Data Provided and maintains effort in at least one area (as indicated by historical data) -Or- Reduction Allowances Selected (if needed)	
11.611 - Private School	Not Reviewed
11.01 Section Applicability	
11.02 Carry-Over Funds from 2019-2020 School Year Proportionate Share Calculation.	
11.03 Private School Counts:	
11.04 Proportionate Share Calculation: 2020-2021 PRC 060 and PRC 049 planning allotment (must be whole number):Eligible Public & Private School Children : Eligible parentally placed Private School Children (with & without service plan)	Not Reviewed
12.611 - Coordinated Early Intervening Services (CEIS)	Not Reviewed
12.01 Section Applicability	
12.02 CEIS Status	
12.03 Planning Allotment/Projected Budget	
12.04 CEIS Use of Funds/Budget Compliance	
13.611 - Use of Funds	Not Reviewed
13.01 Narratives are complete, comprehensive and acceptable.	
13.02 IDEA 611 Use of Funds/Budget Compliance	
13.03 If funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities.	
13.04 If funds are budgeted for workshops, describe the planned staff development activities.	
13.05 Carryover funds amount	
13.06 Carryover utilization	
14.611 - Required Components	Not Reviewed
14.01 in agreement	
15.611 - Public Notice	Not Reviewed
15.01 Media Type and Specifics	
15.02 Affidavit with dates Public Notice ran	
15.03 Notice ran for more than one day	
15.04 Public comment dates are after the last date notice ran	
15.05 Advertisement Specifics: Location of the project public review, Contact person for the project review, Dates the project review will be available for public review, Grant submitted after the last Public Review date	
16.619 - Introduction	Not Reviewed
16.01 Affirmation completion	
17.619 - Use of Funds	Not Reviewed
17.01 Narratives are complete, comprehensive and acceptable.	
17.02 IDEA 619 Use of Funds/Budget Compliance	
17.03 If funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities.	
17.04 If funds are budgeted for workshops, describe the planned staff development activities.	
17.05 Carryover funds amount	
17.06 Carryover utilization	
18.619 - Continuum of Services Overview	Not Reviewed
18.01 Continuum of Services Overview	
19.619 - Personnel Vacancies and Adjustments	Not Reviewed
19.01 Personnel Vacancies and Adjustments	

GAN Information

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at [NCDEP School Allotment Section](#). The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

GAN Organization Data

Avery County Schools (060) Regular Local School District - FY 2022 - IDEA - Rev 2 - Grant Award Notification (GAN)

* D.U.N.S. Number:

131906489

* Address:

775 Cranberry Street Newland, NC 28657

* Superintendent:

Dr. Dan Brigman

Key Personnel:

* Jeffery Jaynes

History Log

PRCS 600,49,185,186

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/12/2023 7:02:30 AM	Adam Parent	Status changed to 'NCDPI IDEA Program Consultant Approved'.	S
	7/12/2023 6:59:35 AM	Megan Pollard	Status changed to 'Chief Administrator Approved'.	S
<input type="checkbox"/>	7/5/2023 9:28:52 AM	Adam Parent	Greetings, The PSUs 2023 IDEA grant amendment is ready for Chief Admin Approval. Please let me know if you have any questions. Best, AP	C
	7/5/2023 9:27:52 AM	Adam Parent	Status changed to 'NCDPI IDEA Regional Coordinator Approved'.	S
	6/30/2023 10:32:52 PM	Megan Pollard	Status changed to 'Revision Completed'.	S
	6/30/2023 8:50:38 PM	Keashia Walker	Status changed to 'NCDPI IDEA Regional Coordinator Returned Not Approved'.	S
<input type="checkbox"/>	6/30/2023 8:50:31 PM	Keashia Walker	The Preschool Use of Funds Narrative must be amended to remove indirect cost and unbudgeted to align with the PRC049 budget amendment before approval. Once submitted the review for approval will continue.	C
	6/29/2023 11:05:08 AM	Megan Pollard	Status changed to 'Revision Completed'.	S
	6/29/2023 6:16:57 AM	Adam Parent	Status changed to 'NCDPI IDEA Regional Coordinator Returned Not Approved'.	S
	6/28/2023 7:19:42 PM	Megan Pollard	Status changed to 'Revision Completed'.	S
<input type="checkbox"/>	6/27/2023 7:58:14 PM	Keashia Walker	The Preschool Use of Funds Narrative must be amended to remove indirect cost and unbudgeted to align with the PRC049 budget amendment before approval. Once submitted the review for approval will continue.	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	6/26/2023 7:04:02 AM	Adam Parent	Greetings, A budget amendment has been submitted for PRC060 including Salary and Benefits for Teacher Assistants and Advertising Cost. Please add these items to the IDEA Use of Funds Narrative. Once that is complete please change the status to revision completed for review. Please let me know if you have any questions. Best, AP	C
<input type="checkbox"/>	6/26/2023 6:56:44 AM	Adam Parent	Greetings	C
<input type="checkbox"/>	3/14/2023 1:21:37 AM	NCCCIP Admin	Status changed to 'Revision Started'.	S

Allotments

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Allotments

	(1) IDEA 611 (PRC 060) CFDA: 84.027A	(2) IDEA 619 (PRC 049) CFDA: 84.173A	(3) CEIS (070)	(4) PRC 185 CFDA: 84.027X	(5) PRC 186 CFDA: 84.173X	(6) PRC 187	Total
Allotment	\$535,830.00	\$47,550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$583,380.00
Carryover	\$268,657.03	\$9,543.13	\$0.00	\$4,909.02	\$8,344.54	\$0.00	\$291,453.72
Total	\$804,487.03	\$57,093.13	\$0.00	\$4,909.02	\$8,344.54	\$0.00	\$874,833.72

Required Contacts	
Type	Contact(s)
IDEA Basic - 611 (PRC 060) Contact (Select at least 1 contact(s))	<u>Megan Pollard</u>
IDEA Preschool - 619 (PRC 049) Contact (Select at least 1 contact(s))	<u>Megan Pollard</u>

Introduction

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

IDEA - Part B (611) Grant
Introduction

Each Agency (LEAs, SOPs, and Charter Schools) must submit an IDEA-Part B Project and Budget in order to access funds.

The elements of the Project must meet acceptable criteria of compliance prior to the approval of any federally funded Project. Each agency must ensure that children with disabilities (in those schools) receive services in accordance with a properly developed Individualized Education Plan (IEP) and are afforded all applicable rights and services guaranteed under the Individuals with Disabilities Education Act (IDEA).

The purposes of IDEA include (a) ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; (b) ensuring the rights of children with disabilities and their parents are protected; (c) assisting states, localities, educational service agencies, and Federal agencies in providing the education for all children with disabilities; and (d) assessing and ensuring the effectiveness of efforts to educate children with disabilities. [300.1]

The Agency Project must describe policies and procedures the agency has in place to comply with the requirements of Public Law 108.446. Each agency must adopt policies which reflect legal obligations contained in Public Law 108.446 and North Carolina General Statutes 115-C-106, Article 9. The Project must describe the total special education program for children, ages 3-21, with disabilities of the agency, irrespective of the funding source.

No Project may obligate federal funds prior to the date the Project and Budget are submitted in substantially approvable form, and approved by the state education agency.

The Project is a public document and must be made available for public review and inspection (as mandated by Section 614 of Public Law 108.446) prior to submission.

The Project consists of procedures, policies, data tables and assurances. The Project is approved for a one year period. Any changes made in agency policy or procedure described in the Project must be submitted as an amendment to the One-Year Project.

Use of Funds

Funds must be used to develop comprehensive programs and services for children with disabilities in the least restrictive environment (LRE). The State Board has approved and adopted the Continuum of Services outlined in the Policies Governing Services for Children with Disabilities. Adherence to the Policies should ensure a systematic program with alternatives for meeting the LRE requirements. Some or all of the following may be included in the Project:

TEACHERS	TEACHER ASSISTANTS	MATERIALS
SUPPLIES	EQUIPMENT	PHYSICAL THERAPY
HOME/HOSPITAL TEACHERS	PARENT TRAINING	OCCUPATIONAL THERAPY
CHILD IDENTIFICATION	DIAGNOSIS	SCHOOL SOCIAL WORK
TRANSITION SERVICES	*PURCHASED SERVICES	

***Purchased services include professional and educational, adapted PE and other related services as provided in IDEA.**

Funds shall not be used to pay attorney fees for either parents or local education agencies in connection with litigation or due process hearings [Teague, 17 EHLE 1186, OSEP, 1991]

Children with Disabilities

Children with disabilities include all children who, because of permanent or temporary mental, physical or emotional disabilities, need special education and are unable to have all their educational needs met in a regular class without special education and related services. The terms used in the definition of children with disabilities are:

AUTISM	DEAF/ BLINDNESS	DEAFNESS
DEVELOPMENTAL DELAY	HEARING IMPAIRMENT	INTELLECTUAL DISABILITY
MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENT	OTHER HEALTH IMPAIRMENT
EMOTIONAL DISABILITY	SPECIFIC LEARNING DISABILITY	SPEECH LANGUAGE IMPAIRED
TRAUMATIC BRAIN INJURY	VISUAL IMPAIRMENT	

Maintenance of Effort - Budget

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Maintenance of Effort - Budget

(a) Enter LEA budget for the education of students with disabilities. (34 CFR 203) Funds Budgeted FY 2022-2023 must equal or exceed funds spent from the same funding source for the most recent prior fiscal year for which information is available. If the budget level is reduced (Budget Reduction Amount is greater than 0), an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance.

Selected Budget Method 2022-2023	Selected MOE Method 2020-2021
* Total State and Local	Total State and Local Expenditures

Methods for Determining Budget	(I) Funds Budgeted 2022-2023	(II) Funds Spent 2020-2021 Second Preceding Fiscal Year	Budget Reduction Amount 2022-2023
337 * Projected Child Count			
Total State and Local	* \$ 2,040,959.06	\$2,040,959.06	\$ 0.00
Total Local Only	* \$ 456,587.00	\$445,910.08	\$ (10,676.92)
Per Child State and Local Total	\$ 6,056.26	\$6,299.26	\$ 243.00
Per Child Local Total Only	\$ 1,354.86	\$1,376.27	\$ 21.41

(b) Reduction Allowances - check all that apply

- ☒ 34 CFR §300.204 Exception:
- ☒ 34 CFR §300.205 Adjustment
- ☒ 34 CFR §300.203 (b) MOE - §300.200 LEA Eligibility

Private School

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☐ Not Applicable - My LEA does not have any private schools

Carry-Over Funds from 2021-2022 School Year Proportionate Share Calculation for Parentally-Placed School Children with Disabilities

Proportionate Share Amount for Prior School Year:	\$12,130.23
Total Proportionate Share Amount Expended for Prior School Year	\$ 1,183.85
Total Proportionate Share amount released for 2019-2020 school year	\$ 5,896.87
Carry-Over Funds Proportionate Share (Note: The carry-over funds must be added to the proportionate share amount calculated below to determine the total proportionate share for the 2022-2023 school year.)	\$ 5,049.51

Private School Counts

Children in private schools with Service Plans.	*	2
Number of children enrolled in private school who have been evaluated.	*	0

Proportionate Share Calculation for Parentally-Placed School Children with Disabilities

LEA Estimate of Planning Allotment for PRC 060 and PRC 049 - enter this field when the Official Planning Allotment is \$0.00	\$	
Planning Allotment for PRCs 049 & 060	\$	874,833.72
Number of Eligible Public and Private School Children:	*	337
Number of Eligible Private School Children : (Between October 1 & December 1)	*	3
Proportionate Share for Private School Children:	\$	7,787.84
Carry-Over Funds Proportionate Share	\$	5,049.51
Total Proportionate Share for the Private School Children FY 2022-2023	\$	12,837.35

* Date of Consultation/meeting with representatives of private school to discuss children with disabilities.

04/14/2022



PRIVATE SCHOOL PARTICIPATION/PARENTALLY PLACED - (Authority: 20 U.S.C. 1412(a)(10)(A)(iii); 34 CFR 300.134) - ALL REQUIREMENTS

BELOW MUST BE ADDRESSED (NC 1501-6.5 Consultation) - Specifically describe the procedure implemented to ensure Private School Participation. (Private Schools, schools or facilities, including religious, that meet the definition of elementary school in NC 1500-2.9 or secondary school in NC 1500-2.32. Registered home schools are recognized as private schools in North Carolina. This section does not cover children enrolled by a public agency in private schools or facilities.)

☐ If your agency is a State-operated program (SOP) or charter school, select this box as the following would not be required.

* 1. The LEA must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities regarding the child find process and equitable participation. (NC 1501-6.6(a) Indicate how parents, teachers and private school officials will be informed of the process and how parentally placed private school children suspected of having a disability can participate equitably. (300.134)

Teachers, parents and staff of the private school (homeschool) are all included in the IEP team meetings regarding the student and eligible services. Avery County EC staff and administrators are aware of the Child Find procedures and share with families. Child Find Procedures are posted at each school and posted at the Avery County Board of Education office.

There are two Private Schools in Avery County. They are invited to a consultation meeting each year but have declined to participate. As parents decide to withdraw their children in order to homeschool the case manager communicates with the parent what services are available to private school/homeschool children.

Meaningful consultation with all private school representatives is encouraged by Avery County Schools. The following means of communication are used to encourage participation among private school representatives. Public notice regarding participation in the part B grant is encouraged through:

- A public notice in the local newspaper
- A public notice posted in the office of Avery County Schools Board of Education office.
- Letters and phone calls to private school administration

During scheduled consultation meetings (to date no private school representatives have participated) the following items are on the agenda to be discussed:

- The Child Find process
- How parentally-placed private school representatives can participate in the development of Avery County Schools special education program
- Avery County Schools proportionate share service model

* 2. Give a description of how timely and meaningful consultation occurs with private school representatives and representatives of parents of a parentally placed private school child with disabilities during the design and development of special education and related service provisions for parentally-placed private school children with disabilities. (300.134)

Teachers, parents and staff of the private school (homeschool) are all included in the IEP team meetings regarding the student and eligible services. Avery County EC staff and administrators are aware of the Child Find procedures and share with families. Child Find Procedures are posted at each school and posted at the Avery County Board of Education office.

There are two Private Schools in Avery County. They are contacted at least twice during the school year and invited to a consultation meeting each year but have they have declined to participate for the past 3 years.

When parent(s) decide to withdraw their children in order to homeschool the case manager communicates with the parent what services are available to private school/homeschool children and offers to have an IEP meeting.

In the Spring of each year, the Avery County Schools Exceptional Children's Director contacts the Director of each private school in Avery County to offer a consultation meeting and discuss any students who may need to be included in the Child Find process. Invitation letters are mailed to each Private School and phone calls are made as well. The Private School representatives have declined to meet for consultation the past 3 years.

During scheduled consultation meetings (to date no private school representatives have participated) the following items are on the agenda to be discussed:

- The Child Find process
- How parentally-placed private school representatives can participate in the development of Avery County Schools special education program
- Avery County Schools proportionate share service model

* 3. The consultation process among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities should be ongoing to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services. Give a description of how the process operates throughout the year. (300.134)(c)

Parents, regular education teachers, Exceptional Children teachers and community agencies may identify concerns and present those concerns to the Exceptional Children's teacher assigned to the school, the Principal, and/or the Director of Exceptional Children at the Avery County Board of Education at any time during the academic school year. Once concerns are presented, a meeting is scheduled with the parent, regular education teachers, administrators, and Exceptional Children teacher to discuss concerns.

If there are any students who are in need of an evaluation, a referral meeting is scheduled to discuss evaluation and if a placement needs to be made after evaluations are conducted. Students who are identified and placed in the Exceptional Children's program are served at the school in the district in which the student resides. For homeschool students, meetings are scheduled and conducted at schools and parents bring their children to the school in the district in which the student resides to be evaluated. The evaluation process for students who attend the private school and that are homeschooled are the same as the students in Avery County. The IEP team reviews the results of the evaluation for each student and makes a determination of services for each student.

As questions arise around homeschool situations the EC Director assists school Administrators and parents with information and next steps.

* 4. Give a description of how (each parentally placed private school child with a disability who has been designated to receive services) the Service Plan is developed addressing the specific special education and related services the LEA will provide.

Students who are identified and placed in the Exceptional Children's program are served at the school in the district in which the student resides. Meetings are also held at the school in the district in which the child resides. The IEP team reviews the results of the evaluation for the student and makes

a determination of services for that student. An IEP is discussed first. If the parent declines the IEP and the child is eligible for proportionate share services then a Private Service plan is discussed. If the parent gives consent for services then a plan is created for the student.

* 5. Based on the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities LEAs must make a determination of service provisions. Give a description of how parentally placed children are provided services using a proportionate share of Part B funds. Be specific in the statement the types of services, including direct services and alternate service delivery mechanisms, how, where and by whom special education and related services will be provided for parentally-placed private school children with disabilities. How special education and related services will be apportioned if funds are insufficient to serve all parentally-place private school children and how and when those decision will be made.

Parentally placed private school (homeschooled) children are given the opportunity to receive Exceptional Children Speech Language services. They are served by certified Speech Language Pathologists.

Students who qualify to receive speech language services as either primary speech or as a related service will be offered these services through a private services plan (PSSP). Parents and school staff (Exceptional Children's teachers and staff, Administrators, Regular Education teachers) meet to discuss Exceptional Children's services in Individual Educational Plan (IEP) team meetings. Speech language services are offered based on eligibility in which students qualify and service times are presented and agreed upon during the IEP team meeting. The school based Speech Language Pathologist provides services at the school in which the student resides. Parents bring their children to the school in order to receive services. Transportation can be arranged if a parent needs transportation.

Funds are determined based on the number of students with PSSPs at the end of the previous school year. Proportionate share funds are explained to parents in IEP meetings. If the district funds for proportionate share are exhausted prior to the end of the school year the EC Director will determine if an amendment can be made to the budget or if services can be rendered differently. The IEP team can also discuss enrollment of the homeschooled student into one of our schools.

CEIS

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☐ N/A - Check N/A if there will be no PRC 070 funds including carryover, no required (mandatory) or voluntary (permissive) CEIS and no student reporting requirements are needed (Student data must be reported in the CEIS plan #8 for three years 2019-2020, 2020-21, and 2021-2022)

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A. General Description of LEA, Facilities and Services

9 * Number of Schools

Number of EC Students on December 1, 2021 child count: 336

* Socio-economic data (data current within last 2 years)

- The population in Avery County is 18,035. The poverty levels are 16.4%. The average income is \$35,091.
- Employment 7,317
- The economy boasts 11, 775 full and part time jobs county wide.
- Avery County has a large number of Christmas tree farms as well as trucking companies.
- The top three employers in Avery County include the North Carolina Division of Prisons, the local medical provider (Appalachian Regional Healthcare System), and the Avery County School System.
- The ethnic background consists of: white (85.5%), Hispanic (5.1%), Black (4.0%), Asian (0.6%), Mixed (5.1%), and other (0.5%). Students receiving free and reduced lunch are 50.2%.

*** Building accessibility (ADA Compliance)**

All schools in the district are accessible to individuals with disabilities.

Accessibility includes:

- Handicap ramps
- Handicap parking
- Wheelchair accessible seating
- Water fountain accessibility
- Lifts
- Elevators in two story buildings with the exception of the alternative learning program location

- Handicap stalls in bathrooms

The alternative learning program is in a house on the campus of Avery Middle School. It has ramps for handicap access.

*** Continuum of services overview**

Avery County Schools offer a continuum of Exceptional Children's services including the following:

PK Coordinator attends Local Inter-Agency Council meetings to maintain communication with providers of Part C services (Infant Toddler Program) This results in the smooth transition of services for children when they turn three years. All four year old children with disabilities are offered priority for placement in a Pre-K classroom. The Preschool Itinerant EC teacher provides specific services for each child that is eligible. Services take place in an inclusion or pull out/resource model in Pre-K classrooms, Head Start, local daycare centers, and a few students participate in drive-in services at a school location.

EC services are determined on an individual basis in order to best meet the needs of students. Our continuum of services include inclusion, co-teaching, resource, and self-contained and are available to meet the individual needs of children. Emphasis continues to be placed on inclusive special education practices for academics and related services.

Separate setting classrooms are housed at 3 of our 9 schools (Newland Elementary, Avery Middle School, and Avery County High School). In the event that a student is enrolled in a school that does not provide separate setting, transportation is provided by the school system.

Homebound/Hospital services are provided for students who qualify. Students who qualify receive academic and/or related services. These services are delivered in the home or hospital by a licensed EC teacher/related service provider.

B. Use of Funds

State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences.

** The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. The grant cannot be approved until the budget is submitted.*

The funds from PRC 060 will be used for salaries of EC staff, which includes EC teachers and teacher assistants, therapists, and Director. Funds will also be used for advertising costs for public notices.

Employee benefits as specified by the NC State Employees Benefit Policy.

The funds from PRC 185 will be used to hire a teacher assistant including benefits.

** If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.*
Funds will not be budgeted for equipment.

* If funds are budgeted for workshops, describe the planned staff development activities.

Funds will not be budgeted for workshops and/or PD.

☐ Check if there will be carryover funds.

\$ 236,998.46 * Indicate the projected amount of the carryover.

* How will carryover funds be utilized? This section can be completed using bullets instead of full sentences.

Carryover funds are used to cover the salaries for EC employees (teachers, therapists, and/or director) in August and September or until new funds are available from draw down.

C. Personnel and Comprehensive System of Personnel Development

* Address licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.

Avery County Schools has the following staff working with students with disabilities:

14 fully certified Exceptional Children's teachers including

5 fully licensed Speech Language Pathologists

1 fully licensed Occupational Therapist

1 fully licensed Physical Therapist

* Provide relevant information on current and anticipated personnel vacancies, etc.

We will have 4 EC teacher vacancies, 3 EC TA vacancies, and 3 School Psychologist vacancies.

* Training for personnel paid from the IDEA grant: Describe all in-service training, from all funding sources, provided to personnel paid from the IDEA grant.

Professional Development activities are based on individual needs at each school. The Exceptional Children's staff receive and will continue to receive training on the new ECATS system, the SLD 2020 policy, and the updated Autism Spectrum Disorder policy. Training on EC compliance and EC procedures is ongoing throughout the school year. Exceptional Children staff regularly attend the annual EC Conference in November. Related Service personnel and Exceptional Children teachers will participate in other DPI trainings throughout the school year as they are offered and necessary. The following activities will be the focus of professional development this year:

1) ECATS functionality

2) Extended Content Standards

3) Non-Violent Crisis Intervention (CPI), Trauma, and Resiliency

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Required Components

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BY CHECKING THE YES BOX, THE APPLICANT CERTIFIES THAT THE LEA MEETS ALL THE ASSURANCE AND CERTIFICATION REQUIREMENTS NECESSARY TO RECEIVE IDEA, PART B FUNDS

If 'Yes' is selected, no additional comments are necessary. If 'No' is selected, an explanation is required to be entered in the corresponding text box provided below each option.

Assurance	Meets Requirements?	If no, please explain
<p>1. CONFIDENTIALITY and ACCESS (300.612)(300.625)(300.622) - Notice to parents are adequate to fully inform parents about confidentiality and access rights, including a description of the extent that the notice is given in the native languages of the various population groups in the LEA. Notice is available describing the children on whom personally identifiable information, the types of information sought, the methods the LEA intends to use in gathering the information, and the uses to be made of the information. Policy and/or procedure are established regarding the storage, disclosure and third parties, retention, and destruction of personally identifiable information. The Parent Handbook of Rights is issued to parents once a School year. The content addresses all of the rights of parents and children regarding the rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 and implementing regulations in 34 CFR part 99. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the region of the activity.</p>	<p>* Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>ACCESS RIGHTS (300.613) - Permission is granted to parents to inspect and review any education record(s) relating to their children that are collected, maintained, or used by the LEA. The LEA complies with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing, and in no case more than 45 days after the request has been made. The right to inspect and review education records includes: the right to a response from the participating LEA to reasonable requests for explanations and interpretations of the records; the right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and the right to have a representative of the parent inspect and review the records. The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the LEA has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.</p>	<p>* Yes <input checked="" type="radio"/> No <input type="radio"/></p>	

<p>RECORD of ACCESS (300.614)(300.617) - The LEA keeps a record of parties obtaining access to education records collected, maintained, or used under Part B (except access by parents and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The LEA provides parents on request a list of the types and locations of education records collected, maintained, or used by the LEA. The LEA may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The LEA may not charge a fee to search for or to retrieve information.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>AMENDMENT of RECORDS at PARENT'S REQUEST (300.618) - A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child, may request the participating LEA that maintains the information to amend the information. The LEA decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>OPPORTUNITY FOR and RESULT of HEARING (300.619)(300.620) - Upon request, the LEA provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result, of the hearing, the agency decides that the information in inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>CONSENT (300.622) - Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies/LEAs unless the information is contained in educational records, and the disclosure is authorized without parental consent. Parental consent, or the consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is release to officials of participating agencies providing or paying for transition services. If a child is enrolled, or is in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private schools is located and officials in the LEA of the parent's residence. The LEA has policies and/or procedures that are used in the event that a person refuses to provide consent.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	

<p>SAFEGUARDS (300.623) - The LEA protects the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. One official at each participating LEA shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the LEA's policies and procedures. Each participating agency maintains, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to this information.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>DESTRUCTION of INFORMATION (300.624) - The LEA informs parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his/her grades, attendance records, classes attended, grade level completed and year completed are maintained without time limitation.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>CHILDREN'S RIGHTS (300.625) - The LEA provides policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B are transferred to a student who reaches the age of majority, the rights regarding educational records must also be transferred to the student. However, the LEA provides any notice required to the student and the parents.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>2. LEAST RESTRICTIVE ENVIRONMENT (300.114-300.120)(300.124C) - The LEA ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	

<p>3. INDIVIDUALIZED EDUCATION PROGRAM (300.323) - The IEP is in effect for each child with a disability at the beginning of each school year and it is in effect before special education and related services are provided to an eligible child. The IEP is implemented as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. It is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who is responsible for its implementation. Each teacher and provider is informed of their responsibilities related to implementing the child's IEP and is informed of specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p>Children Placed or Referred to Private School by the Public Agency (300.145): The LEA ensures that before a child with a disability is placed, or referred to a private school, the agency shall initiate and conduct a meeting to develop an IEP for the child. The LEA ensures that a representative of the private school attends the meeting. If the representative cannot attend, the LEA uses other methods to ensure participation by the private school. After a child with a disability enters a private school, any meetings to review and revise the child's IEP may be initiated and conducted by the private school at the discretion of the LEA. If the private school initiates and conducts these meetings, the LEA shall ensure that the parents and a LEA representative are involved in any decision about the child's IEP; and agree to any proposed changes in the IEP before those changes are implemented. When the private school implements the IEP, the LEA is responsible for compliance.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	
<p>IEP MEETINGS and IEP TEAM (300.321) - The LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. Within a reasonable period of time following the LEA's receipt of parent consent to an initial evaluation, the child is evaluated, and if determined eligible under this part, special education and related services are made available to the child in accordance with an IEP. A meeting to develop the IEP must be conducted within 30 days of a determination that the child needs special education and related services. The IEP Team reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved, and revises the IEP as appropriate.</p> <p>The LEA ensures the IEP team for each child with a disability includes the parents of the child, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher of the child, or if appropriate, at least one special education provider of the child, a representative of the LEA who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. This representative is knowledgeable about the availability of resources of the LEA, an individual who can interpret the instructional implications of evaluation results, who may be member of the team. At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.</p>	<p>*</p> <p>Yes <input checked="" type="radio"/> No <input type="radio"/></p>	

<p>DEVELOPING, REVIEW and REVISION of IEP (300.324) - The IEP team, when developing the IEP considers the strengths of the child, concerns of the parents for enhancing the education of their child, recent evaluation(s), and the academic developmental, and functional needs of the child. The Team takes into consideration special factors such as a child whose Behavior impedes his learning or that of others, consider the use of positive behavioral interventions and support strategies the child with limited English proficiency, the child who is blind or visually impaired, communication needs of the child, whether the child requires assistive technology devices and services. If, in considering the special factors, the IEP Team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modifications) in order for the child to receive FAPE, the Team must include a statement to that effect in the child's IEP. The regular education teacher of the child must participate in the development, review and revision of the child's IEP.</p>	<p>*</p> <p>Yes <input type="radio"/> No <input type="radio"/></p>	
<p>CONTENT of IEP (300.320) - The IEP for each child with a disability must include a statement of the present levels of academic achievement and functional performance, a statement of measurable annual goals, including functional goals, a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided. Content of the IEP will include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities, a statement of any individual modifications in the administration of State or district wide assessments of student achievement that are needed in order for the child to participate in the assessment. For children with disabilities who take alternate assessments aligned to alternate standards, a description of benchmarks or short term objectives is given. Included in the content of the IEP will be the projected date for the beginning of the services and modifications, a statement of how the child's progress will be regularly informed.</p> <p>A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments.</p>	<p>*</p> <p>Yes <input type="radio"/> No <input type="radio"/></p>	
<p>Beginning at age 14 (or younger, if appropriate) an annually updated statement of the transition service needs of the student under the applicable components of the students' IEP that focuses on the student's courses of study. For each student beginning at age 16 (or younger, if appropriate) a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. At the age of majority, beginning not later than one year before a student reaches the age of majority, the student's IEP will include a statement that the student has been informed of his/her rights under Part B of the Act. The IEP includes appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.</p>		

4.	FREE APPROPRIATE PUBLIC EDUCATION (FAPE)(300.101)(300.102) - The LEA ensures that a free appropriate public education is available to children ages 3 through 21, including children with disabilities who have been suspended or expelled from school. The LEA further ensures that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade (300.103 - 300.109). The LEA assures that Special Education and related services (a) are provided at public expense, under public supervision and direction, and without charge (b) meet the standards of the SEA, including the requirements of this part (c) include preschool, elementary school, or secondary school education in the State; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements (300.320-300.324)	<div> <div>*</div> <div>Yes <input checked="" type="radio"/></div> <div>No <input type="radio"/></div> </div>	
	Child Find (NC 1501-2.9) - The LEA has in effect policies and procedures that ensure that-- (i) All children with disabilities three through 21 residing in the LEA, including children who are homeless children or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; (ii) All children with disabilities three through 21 parentally placed in a private school located in the LEA, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and (iii) A practical method developed and implemented to determine which children are currently receiving needed special education and related services.	<div> <div>*</div> <div>Yes <input checked="" type="radio"/></div> <div>No <input type="radio"/></div> </div>	
5.	National Instructional Materials Access Center (NIMAC) ASSURANCE (300.210) - The North Carolina Department of Public Instruction/SEA coordinates with the National Instructional Materials Access Center (NIMAC) to provide Accessible Educational Materials (AEM) to eligible students who require them in a timely manner. Coordination within the PSUs must ensure that all reasonable steps are taken to ensure AEM are available to all eligible students who require them in a timely manner based on their unique needs in accordance with their IEPs. Timely Manner is described in the IDEA as at the same time other students receive their materials.	<div> <div>*</div> <div>Yes <input checked="" type="radio"/></div> <div>No <input type="radio"/></div> </div>	

Public Notice

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

[Sample of Public Notice \(Click to download\)](#)

Public Notice

The Individuals with Disabilities Education Act (IDEA-Part B, Public Law 108, 446) Project is presently being amended. The Project describes the special education programs that _____ (name of your LEA) proposes for Federal funding for the 2021-2022 School Year. Interested persons are encouraged to review amendments to the Project and make comments concerning the implementation of special education under this Federal Program. All comments will be considered prior to submission of the amended Project to the North Carolina Department of Public Instruction in Raleigh, North Carolina. The IDEA-Part B Project is open to the public for review and comments during the week of _____ (insert the dates you select) in the office of _____ (insert the name of the Director of E C Programs) located at _____ (insert the address of your E C Office). Data Type:

Sample. Sample. Sample. Sample.

Media Specifics

* Type of Media (Daily or weekly newspaper, bulletin, periodical, etc.)

Weekly Newspaper

* Media Agency Name

Avery Journal Times

Advertisement Specifics

Include in the ad the dates the ad will run in the newspaper, location of the project public review, contact person for the project and the dates the project will be available for public review. Give reasonable notice for public participation prior to the public review dates.

Public Review Dates:

- Give reasonable Public Notices for participation prior to the grant review dates.
- The public notice ad needs to be published before the public review dates.
- The public notice must run for more than one date.
- The grant cannot be submitted until the completion of the public review dates.

* Last Public Review Date

05/26/2022



Attach an affidavit from the media source supporting the public notification. Advertisement copies and Word document of the public notice is not acceptable.

Documents

Type

Document Template

Document/Link

IDEA Media Affidavit [upload at least 1 document(s)]



N/A



Public Notice Affidavit

Related Documents

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Application

Required Documents	
Type	Document Template
IDEA Media Affidavit [Upload at least 1 document(s)]	N/A
Optional Documents	
Type	Document Template
IDEA CEIS Grant Student Log [Upload at least 1 document(s)]	 CEIS Grant Student Log for 2022-23
CEIS Permissive Use Form [Upload up to 1 document(s)]	 CEIS Permissive Use Form
Document/Link	

Budget

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Budget

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	060	2	No	No	5.78 %

Fiscal Information		NCDPI Finance	LEA Budget
Allotment Type:		DPI Allotment	
Allotment Amount:		\$535,830.00	\$535,830.00
Carryover Amount:		\$268,657.03	\$268,657.03
Allotment Plus Carryover:		\$804,487.03	\$804,487.03
Total Budgeted:		\$804,487.03	
Total Remaining:		\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	07/12/2023 04:45 PM	Admin, NCCCIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/12/2023 4:45 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
7/12/2023 7:01 AM	Approved (Pending)		Parent, Adam			
6/26/2023 7:04 AM	Under Review		Parent, Adam			
6/25/2023 8:00 AM	Received		Admin, NCCCIP			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/15/2022 4:48 PM	Approved		Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
11/15/2022 4:48 PM	Approved (Pending)		Admin, NCCCLIP			
11/15/2022 9:06 AM	Approved (Pending)		Parent, Adam			
11/15/2022 8:36 AM	Received		Admin, NCCCLIP			
9/8/2022 4:47 PM	Approved		Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
9/8/2022 4:47 PM	Approved (Pending)		Admin, NCCCLIP			
9/8/2022 8:59 AM	Approved (Pending)		Parent, Adam			
8/9/2022 9:15 AM	Under Review		Parent, Adam			
5/27/2022 9:39 AM	Received		Admin, NCCCLIP			

☒ Highlight Amended Rows

All

[Download Budget Data](#)

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
<input checked="" type="radio"/>	Salary	3	5210	121	000	00	\$258,500.00	(\$169,500.00)	\$89,000.00	MOVE BUDGET TO ANOTHER LINE ITEM.	
<input checked="" type="radio"/>	Salary	3	5210	142	000	00	\$0.00	\$92,000.00	\$92,000.00	INCREASE BUDGET FOR ACTUAL EXPENSES	
<input checked="" type="radio"/>	Salary	3	5210	145	000	00	\$56,760.00	\$67,080.00	\$123,840.00	INCREASE BUDGET FOR ACTUAL EXPENSES	
<input checked="" type="radio"/>	Other	3	5210	184	000	00	\$851.40	\$1,006.20	\$1,857.60	Due to Salary Changes	
<input checked="" type="radio"/>	Other	3	5210	211	000	00	\$24,117.39	(\$797.13)	\$23,320.26		

1	Other	3	5210	221	000	00	\$76,261.39	(\$2,520.59)	\$73,740.80	
1	Other	3	5210	231	000	00	\$48,080.76	\$11,095.56	\$59,176.32	
1	Other	3	5210	232	000	00	\$3,152.60	(\$306.54)	\$2,846.06	
1	Salary	3	5230	121	000	00	\$0.00	\$1,570.00	\$1,570.00	MOVE FUND TO THIS LINE ITEM.
1	Other	3	5230	211	000	00	\$0.00	\$120.11	\$120.11	
1	Other	3	5230	221	000	00	\$0.00	\$379.78	\$379.78	
1	Other	3	5230	231	000	00	\$0.00	\$7,220.84	\$7,220.84	
1	Other	3	5230	232	000	00	\$0.00	\$15.70	\$15.70	
1	Salary	3	5240	132	000	00	\$64,280.00	\$0.00	\$64,280.00	
1	Other	3	5240	211	000	00	\$4,917.42	\$0.00	\$4,917.42	
1	Other	3	5240	221	000	00	\$15,549.33	\$0.00	\$15,549.33	
1	Other	3	5240	231	000	00	\$7,397.04	\$0.00	\$7,397.04	
1	Other	3	5240	232	000	00	\$642.80	\$0.00	\$642.80	
1	Other	3	6200	313	000	00	\$0.00	\$176.20	\$176.20	BUDGET TO COVER ACTUAL EXPENSE.
1	Other	3	8100	392	000	00	\$43,185.37	\$744.42	\$43,929.79	
1	Other	3	8200	399	000	00	\$677.52	(\$677.52)	\$0.00	
Total:							\$604,373.02	\$7,607.03	\$611,980.05	

302 - Avery County High

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
1	Salary	3	5210	121	000	00	\$49,250.00	(\$1,250.00)	\$48,000.00	SHIFT FUNDS TO ANOTHER LINE ITEM.	
1	Other	3	5210	211	000	00	\$3,767.63	(\$95.63)	\$3,672.00		
1	Other	3	5210	221	000	00	\$11,913.58	(\$302.38)	\$11,611.20		
1	Other	3	5210	231	000	00	\$7,397.04	\$0.00	\$7,397.04		
1	Other	3	5210	232	000	00	\$492.50	(\$12.50)	\$480.00		
Total:							\$72,820.75	(\$1,660.51)	\$71,160.24		

304 - Banner Elk Elementary

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
1	Salary	3	5210	121	000	00	\$50,650.00	\$1,350.00	\$52,000.00	INCREASE BUDGET TO ACTUAL	

Other	3	5210	211	000	00	\$3,874.73	\$103.27	\$3,978.00		
Other	3	5210	221	000	00	\$12,252.24	\$326.56	\$12,578.80		
Other	3	5210	231	000	00	\$7,397.04	\$0.00	\$7,397.04		
Other	3	5210	232	000	00	\$506.50	\$13.50	\$520.00		
Total:						\$74,680.51	\$1,793.33	\$76,473.84		

810 - Central Office

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
Salary		3	6200	113	000	00	\$27,317.95	\$3,882.05	\$31,200.00	INCREASE BUDGET FOR ACTUAL EXPENSES	
Other		3	6200	184	000	00	\$409.77	\$58.23	\$468.00	Due to Salary Changes	
Other		3	6200	211	000	00	\$2,089.82	\$296.98	\$2,386.80		
Other		3	6200	221	000	00	\$6,608.21	\$939.07	\$7,547.28		
Other		3	6200	231	000	00	\$2,958.82	\$0.00	\$2,958.82		
Other		3	6200	232	000	00	\$273.18	\$38.82	\$312.00		
Total:							\$39,657.75	\$5,215.15	\$44,872.90		

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Basic - 611 (PRC 060) - Budget

Filter by Location: All - \$0.00 

Purpose Code		Total
Object Code		
Total		0.00
	Adjusted Allocation	804,487.03
	Remaining	804,487.03

Introduction

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Application

☐ LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

* Applicants understand that all introductory and required components of the 611 grant also apply to the 619 grant project funds. A 611 grant application must be submitted in order to apply 619 grant funds.

Funding

The funding for local educational agencies (LEAs) is based upon 75% of the 1997 grant award amount with the remaining funds to be allocated in the following formula: (a) 85% based upon the number of children enrolled in public and private elementary and secondary schools and (b) 15% based upon the number of those same children living in poverty.

Interagency Council

Each LEA shall participate in an interagency council or committee from the community to work on establishing new programs or to utilize existing programs and services that are in place. Involving other agencies is an important part of establishing a comprehensive service delivery model for 3-, 4-, and 5-year-old children with disabilities. Interagency cooperation is essential in Child Find activities and community awareness to identify eligible children and to avoid duplication of program planning. When all agencies work together, more program options with inclusive settings are available to families and children. The NC ICC receives its federal authority and change through the Individuals with Disabilities Education Act (IDEA) under Public Law 108-446 and its state authority through NC General Statute 143B-179.5.

I. Use of Funds

These monies must be used to initiate or expand special education and related services to children with disabilities who are 3-, 4-, and those 5-year-old children who are not yet 6 prior to December 1 child count. In addition to the information provided regarding use of funds in the 611 grant application, 619 funds may be used for:

- Contracts with Existing Programs (*Only Preschool programs will address in grant*) - Local educational agencies may contract with existing preschool programs (developmental day or private programs) to provide educational services to identified children. When placing preschool children with disabilities in educational programs, identification and placement procedures outlined in Policies Governing Services for Children with Disabilities must be followed. Programs in which the children are placed must be staffed by appropriately licensed personnel. If a local educational agency elects to contract with another agency for services, a copy of that contract should be on file in the LEA
- Collaborative Programs (ie. Head Start) with Other Agencies or Local Educational Agencies (*Only Preschool programs will address in grant*) - Local educational agencies may establish cooperative programs with other agencies or other local educational agencies to provide more comprehensive services to identified children. Cooperative agreements outlining areas of responsibility should be completed by the participating agencies and kept on file in the LEA.
- Other - Local educational agencies may use grant funds for other activities which are relevant to children ages 3-5 with disabilities. Such activities may include parent education programs, in-service training for professional staff and/or volunteers, establishment of an interagency council, interagency activities, resource staff to integrate children into various preschool programs and transition services to assist preschool children as they move into kindergarten as applicable.

II. Eligibility Requirements

Children to be served must be 3-, 4-, and 5-years of age (who are not yet 6 prior to December 1 child count) and identified as having a disability according to the definitions included in Policies Governing Services for Children with Disabilities. A child with disabilities is eligible for services when he/she reaches the third birthday, his/her parents request services from the local education agency and the child meets established eligibility criteria. Three options are available when a child reaches his/her third birthday and is eligible for services under the 619 Grant Program:

1. The child may remain in his/her current program without local educational agency involvement.
2. The child may remain in his/her current program receiving services from outside the school system and the local education agency may offer rights and/or provide additional services if needed.
3. The local educational agency will become the actual service provider. (example: child will be placed in a school-based preschool program or receive special education (*Only Preschool programs will address in grant*) and related services in the child's least restrictive environment, e.g., home, child care, Head Start or private preschool.)

III. ☐ Please confirm that the Preschool Data Collection has been submitted.

Use of Funds

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Application

☐ LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

Please only include 3-, 4- and 5-year-olds, including five- year-olds in kindergarten who are not yet 6 prior to December 1 child count. Include all activities that are paid for with PRC 049 funds and do not include activities that are not paid for with PRC 049 funds. Each area should match the items included in the submitted budget.

A. Use of Funds

State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences.

** The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. The grant cannot be approved until the budget is submitted.*

Funds will be utilized to pay for a Preschool EC itinerant certified teacher for Avery County Schools.

* If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.
Funds will not be used to purchase equipment.

* If funds are budgeted for workshops, describe the planned staff development activities.
Funds are not budgeted for workshops.

☐ Check if there will be carryover funds.

*** B. Provide an overview of the continuum of Part B 619 Services. Include specific information regarding how the LEA makes the full continuum of placement options (RECP, separate setting, home, provider location) available for all IEP teams to consider during IEP development and review.**

The Pre-K Coordinator attends Local Inter-Agency Council meetings to maintain communication with providers of Part C services (Infant Toddler Program). This results in the smooth transition of services for children when they turn three years. Children can be referred by the Children's Developmental Services Agency, daycare centers, Head Start centers, parents, physicians, and the Department of Social Services. Preschool age children (3-5 years old) with disabilities are offered placement in a Pre-K classroom or Head Start if it meets the LRE for the student. If a spot is not available the district will contact local daycare centers to see if they have an opening. If not, then the child is put on a waitlist. At that point services in the RECP setting will be provided at one of the five elementary schools in Avery County.

The Preschool Itinerant EC teacher provides specific services for each child that is eligible. Children can also receive occupational therapy, physical therapy, and speech language services if they are eligible. Services take place in an inclusion or pull out/resource model in Pre-K classrooms, Head Start, and local daycare centers. Students that are not in a traditional childcare or Pre-K setting but are in the home will either receive services in the the home or will receive services in the schools with the parent bringing them to the school. Children can have a modified day if it is necessary based on the IEP team's decision. We

can also provide additional paraprofessional support for a child if it is necessary based on the IEP team's decision. One of the district's priorities is to include the least restrictive environment for each student. The district looks at the most inclusive setting possible. A more restrictive setting, such as a separate setting, can be explored if it is needed for specific students.

The LEA shares Child Find procedures with the schools and communities each year. Child Find procedures are also posted in schools and community agencies within the county.

C. Personnel

☐ Check if there are current Part B 619 vacancies and/or plans for staffing changes.

Related Documents

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Application

Required Documents

This page is currently not accepting Related Documents.

Budget

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Budget

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	049	2	No	No	0.00 %

Fiscal Information

NCDPI Finance		LEA Budget
Allotment Type:		DPI Allotment
Allotment Amount:	\$47,550.00	\$47,550.00
Carryover Amount:	\$9,543.13	\$9,543.13
Allotment Plus Carryover:	\$57,093.13	\$57,093.13
Total Budgeted:		\$57,093.13
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	07/07/2023 04:45 PM	Admin, NCCCIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
7/7/2023 4:45 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCIP			Budget/Amendment Marked as Approved By Program Consultant - Walker, Keashia
7/7/2023 12:50 PM	Approved (Pending)		Walker, Keashia			
6/27/2023 7:56 PM	Waiting for Response		Walker, Keashia			
6/23/2023 8:20 AM	Received		Admin, NCCCIP			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
11/29/2022 4:45 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Walker, Keashia
11/29/2022 4:45 PM	Approved (Pending)		Admin, NCCCLIP			
11/29/2022 10:29 AM	Approved (Pending)		Walker, Keashia			
11/15/2022 8:36 AM	Received		Admin, NCCCLIP			
9/8/2022 4:47 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
9/8/2022 4:47 PM	Approved (Pending)		Admin, NCCCLIP			
9/7/2022 11:52 PM	Approved (Pending)		Walker, Keashia			
8/30/2022 11:02 PM	Under Review		Walker, Keashia			
5/27/2022 9:37 AM	Received		Admin, NCCCLIP			

☒ Highlight Amended Rows

All

[Download Budget Data](#)

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
<input checked="" type="checkbox"/>	Salary	3	5230	121	000	00	\$36,900.00	\$2,100.00	\$39,000.00	To budget funds for actual amount.	
<input checked="" type="checkbox"/>	Other	3	5230	211	000	00	\$2,822.85	\$116.84	\$2,939.69		
<input checked="" type="checkbox"/>	Other	3	5230	221	000	00	\$8,926.11	\$601.25	\$9,527.36		
<input checked="" type="checkbox"/>	Other	3	5230	231	000	00	\$4,957.54	\$278.54	\$5,236.08		
<input checked="" type="checkbox"/>	Other	3	5230	232	000	00	\$369.00	\$21.00	\$390.00		
<input checked="" type="checkbox"/>	Other	3	8100	392	000	00	\$3,117.62	(\$3,117.62)	\$0.00		

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA Preschool - 619 (PRC 049) - Budget

Filter by Location: All - \$0.00 

Purpose Code		Total
Object Code		
Total		0.00
	Adjusted Allocation	57,093.13
	Remaining	57,093.13

Budget

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA/American Rescue Plan Act of 2021 (ARP) Basic - 611 (PRC 185)

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	185	0	No	No	0.00 %

Fiscal Information

NCDPI Finance LEA Budget

Allotment Type:		LEA Allotment
Allotment Amount:		\$0.00
Carryover Amount:		\$4,909.02
Allotment Plus Carryover:		\$4,909.02
Total Budgeted:		\$4,909.02
Total Remaining:		\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/08/2022 04:47 PM	Admin, NCCCLIP

☐ Budget History

☒ Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/8/2022 4:47 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
9/8/2022 4:47 PM	Approved (Pending)		Admin, NCCCLIP			
9/8/2022 8:59 AM	Approved (Pending)		Parent, Adam			
8/15/2022 10:09 AM	Under Review		Parent, Adam			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/11/2022 9:38 AM	Received		Admin, NCCCLP			

☒ Highlight Amended Rows

All

[Download Budget Data](#)

318 - Avery Middle

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
<input type="button" value="i"/>	Salary	3	5210	142	000	00	\$3,205.87		\$0.00		\$3,205.87	
<input type="button" value="i"/>	Other	3	5210	211	000	00	\$245.25		\$0.00		\$245.25	
<input type="button" value="i"/>	Other	3	5210	221	000	00	\$785.44		\$0.00		\$785.44	
<input type="button" value="i"/>	Other	3	5210	231	000	00	\$640.40		\$0.00		\$640.40	
<input type="button" value="i"/>	Other	3	5210	232	000	00	\$32.06		\$0.00		\$32.06	
Total:							\$4,909.02		\$0.00		\$4,909.02	

Budget

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - IDEA/American Rescue Plan Act of 2021 (ARP) Preschool - 619 (PRC 186)

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
060	186	0	No	No	0.00 %

Fiscal Information

NCDPI Finance LEA Budget

Allotment Type: LEA Allotment

Allotment Amount:	\$0.00	\$0.00
Carryover Amount:	\$8,344.54	\$8,344.54
Allotment Plus Carryover:	\$8,344.54	\$8,344.54
Total Budgeted:		\$8,344.54
Total Remaining:	\$0.00	\$0.00

Current Budget Status

Budget Status	Date of Status	Modified by
Approved	09/08/2022 04:47 PM	Admin, NCCCLIP

Budget History

Show Data Sent to LEA

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
9/8/2022 4:47 PM	Approved	<input checked="" type="checkbox"/>	Admin, NCCCLIP			Budget/Amendment Marked as Approved By Program Consultant - Parent, Adam
9/8/2022 4:47 PM	Approved (Pending)		Admin, NCCCLIP			
9/7/2022 11:52 PM	Approved (Pending)		Walker, Keashia			
8/30/2022 11:02 PM	Under Review		Walker, Keashia			

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
8/11/2022 9:39 AM	Received		Admin, NCCCP			

☒ Highlight Amended Rows

All

[Download Budget Data](#)

000 - School Level Expenditures

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change	Justification	DPI Comments
<input type="button" value="1"/>	Salary	3	5230	121	000	00	\$5,658.00		\$0.00		\$5,658.00	
<input type="button" value="1"/>	Other	3	5230	211	000	00	\$432.84		\$0.00		\$432.84	
<input type="button" value="1"/>	Other	3	5230	221	000	00	\$1,386.21		\$0.00		\$1,386.21	
<input type="button" value="1"/>	Other	3	5230	231	000	00	\$850.66		\$0.00		\$850.66	
<input type="button" value="1"/>	Other	3	5230	232	000	00	\$16.83		\$0.00		\$16.83	
	Total:						\$8,344.54		\$0.00		\$8,344.54	

Maintenance of Effort - Expenditures

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Maintenance of Effort - Expenditures

☐ ☒ NCDPI is requesting Maintenance of Effort - Expenditures (when box is unchecked, form is disabled - NCDPI will check the box when they are ready for LEAs to complete this form)

Maintenance of Effort - Expenditures

Enter LEA expenditures for the education of students with disabilities. (34 CFR 203). First Preceding Fiscal Year amount must be equal to OR more than Second Preceding Fiscal Year. If the level of expenditures (local, or State and local) are reduced (MOE Reduction Amount is greater than 0), an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance. Also, a MOE Justification Form (\$300.204/\$300.205) and cover letter must be submitted by October 31st from LEA superintendent to DPI Exceptional Children Division director for approval. The amount of expenditure reduction must be equal or less than the total amount of reduction documented on the required justification form.

If LEAs second preceding fiscal year figures are different in the grant from the submitted MOE calculation form, an MOE Change Request must be submitted from the LEA Superintendent to the DPI Exceptional Children Division Director along with copies of the corresponding expenditure reports. If an adjustment is needed for Column II (Funds Spent), attach the corresponding expenditure report and MOE Change Request Form.

* Selected MOE Method
Total State and Local Expenditures

Attach the MOE Calculation form. If section (b) is completed (reduction allowances), attach justification forms \$300.204 and/or \$300.205.

Type	Documents	Document Template	Document/Link
IDEA MOE Calculation Form /Justification Forms [Upload at least 1 document(s)]	N/A		AVERY MOE OCTOBER 2022

Methods for Determining MOE		(I) Funds Spent 2021-2022 First Preceding Fiscal Year Due by October 31st	(II) Funds Spent 2020-2021 Second Preceding Fiscal Year Figures on MOE calculation form must match figures below	MOE Reduction Amount 2021-2022
336	December Child Count			
Total State and Local Expenditures		* \$ 2,543,263.00	\$ 2,040,959.06	\$ (502,303.94)
Total Local Expenditures Only		* \$ 593,488.00	\$ 445,910.08	\$ (147,577.92)
Per Child State and Local Total Expenditures		\$ 7,569.24	\$ 6,299.26	\$ (1,269.98)

Per Child Local Total Expenditures
Only

\$ 1,766.33

\$ 1,376.27

\$ (390.06)

(b) Reduction Allowances - check all that apply

☐ 34 CFR §300.204 Exception:

☐ 34 CFR §300.205 Adjustment

☐ 34 CFR §300.203 (a) MOE - §300.200 LEA Eligibility

Related Documents

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Maintenance of Effort - Expenditures

Required Documents		Document/Link
Type	Document Template	
IDEA MOE Calculation Form /Justification Forms [Upload at least 1 document(s)]	N/A	 AVERY MOE OCTOBER 2022

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Assurances

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following assurances.

Assurance Regarding Implementation of the Requirements

For the purpose of implementing provisions of the Individuals with Disabilities Education Act Amendments of 2004, which amended the Individuals with Disabilities Education Act (the Act), the local educational agency will comply with all of the requirements of Parts A and B of the IDEA, as amended by the IDEA Amendments of 2004, including (1) all of the policies and procedures that were approved as part of the State's most recent prior year State plan under Part B of the IDEA that are not inconsistent with the IDEA as amended by the IDEA Section 611 Amendments of 2004; and (2) all of the eligibility requirements of IDEA Section 611 of the Act, including use of funds in accordance with requirements for supplement not supplant, excess cost and ESSA Title 1 schoolwide program. The LEA also assures that it will revise its policies and procedures to make them fully consistent with the IDEA as amended by the IDEA Amendments of 2004. If requested, the LEA will provide the Director of the Exceptional Children Division copies of the policies and procedures it has in effect to ensure that it meets each of the eligibility requirements in IDEA Section 611 of the Act.

Assurance Regarding Budget Submission

An initial budget must be submitted within the electronic budget system (ie. BAAS) before the grant is submitted for approval.

For the purpose of coordinating submission of this grant application along with budget information, this assures that the budget matches the activities outlined in the "Use of Project Funds" sections. By checking this assurance, the Exceptional Children Director for the above LEA is hereby assuring to have met with the finance officer regarding any and all budget data for exceptional children and has already submitted said budget.

Assurance Regarding Fiscal Audit

If the agency receives over \$750,000 or more in total (includes all federal and state funds allocated to the LEA for all education programs) federal financial assistance in a fiscal year from the North Carolina Department of Public Instruction, the agency agrees to:

- have a fiscal audit made in accordance with Federal Office of Management and Budget Uniform Guidance 200.331 (for state and local governments) or Part 200 Uniform Administrative Requirements Cost Principals and Audit Requirements for Federal Awards (for universities, hospitals and nonprofit organizations),
- take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and
- permit independent auditors of the North Carolina Department of Public Instruction access to records and financial statements as necessary.

* EC Director Name:

Megan Pollard

Debarment Assurance

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Assurances

ASSURANCE CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applications should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements in 34 CFR Part 82, "New Restrictions on Lobbying and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction grant or cooperative agreement.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certifications.

<p>1. Lobbying</p>	<p>As required by Section 1352, Title 31 of the US Code and implemented at 34 CFR Part 82 for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:</p> <p>(A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;</p> <p>(B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions;</p> <p>(C) The undersigned shall require that the language of this certification be included in the award documents for all subawards to all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.</p>		
<p>2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS</p>	<p>As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, defined at 34 CFR Part 85, Sections 85.105 and 85.110.</p> <p>(A) The applicant certifies that it and its principals:</p> <table border="1"><tr><td data-bbox="267 262 349 2003"><p>(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;</p></td><td data-bbox="89 262 267 2003"><p>(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;</p></td></tr></table>	<p>(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;</p>	<p>(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;</p>
<p>(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;</p>	<p>(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;</p>		

	(c)	Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
	(d)	Have not within a three-year period preceding this application had one or more public transactions (Federal, State or local) terminated for cause or default; and
	(B)	Where the applicant is unable to certify to any of the statements in this certification, he or she shall include an explanation with this application.
•	3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)	
	As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Sections 85.605 and 85.610.A.	
	A. The applicant certifies that it will or will continue to provide a drug-free workplace by:	
	(a)	Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
	(b)	Establishing an on-going drug-free awareness program to inform employees about -
	(1)	The dangers of drug abuse in the workplace;
	(2)	The grantee's policy of maintaining a drug-free workplace;
	(3)	Any available drug counseling, rehabilitation, and employee assistance programs; and
	(4)	The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
	(c)	Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph(a);
	(d)	Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
	(1)	Abide by the terms of the statement; and
	(2)	Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
	(e)	Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: US Department of Education 400 Maryland Avenue, SW (Room 3124) GSA Regional Office Building No. 3 Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
	(f)	Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
	(1)	Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
	(2)	Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency;

	(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).
	B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street Address, City, County, State, Zip Code)
	<input type="checkbox"/> Check if there are workplaces on file that are not identified here.
*	4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)
	A. As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -
	B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report conviction, in writing, within 10 calendar days of the conviction to: Director, Grant and Contracts Service US Department of Education 400 Maryland Avenue SW (Room 3124) GSA Regional Office Building No. 3 Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.
* EC Director Name Megan Pollard	

This checklist is a means of communication between NCDPI and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, NCDPI will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where NCDPI may provide notes to explain those items. The LEA should check for notes and additional comments. Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If NCDPI determines that the item has been corrected, Attention Needed will be changed to OK by the NCDPI Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description (Collapse All Expand All)

1. 611 - Private School Participation/Parentally Placed

OK Adam Parent 7/5/2023 9:27:48 AM

1.01 Section Applicability

1.02 Date of Consultation/Meeting (must be held prior to submitting the grant):

1.03 Communication regarding equitable participation and the process

1.04 Timely/meaningful consultation occurrence

1.05 Ongoing collaborative process

1.06 Service Plans development

1.07 Proportionate Share Funds Use/Services provision - which students? what? how/by whom? where?

2. 611 - Coordinated Early Intervening Services (CEIS) and Permissive Use Description

Not Applicable Traci Royal 6/30/2022 10:57:11 AM

2.01 Indicate the area, or potential area, of disproportionality and indicate the contributing factors.

2.02 District-wide Implementation Plan

2.03 Targeted student group

2.04 Data used to determine target group

2.05 Tracking effectiveness

2.06 Expended funds in-line with implementation plan

2.07 Number of Students 2019-2020

2.08 Total number of students who received CEIS under the IDEA any time in the past three school years (2017-2018, 2018-2019 and 2019 - 2020) who received special education and related services in 2019-2020

2.09 CEIS Student Log (Supports service description)

3. 611 - Narrative

OK Adam Parent 7/5/2023 9:27:48 AM

3.01 General Description of LEA, Facilities and Services; - # of schools, - Socio-economic data (data current within last 2 years):- # of EC Students on December 1, 2018 child count; - Building accessibility;- Continuum of Services Overview

3.02 Programmatic Use of Funds Review

3.03 Personnel and Comprehensive system of personnel development: Licensure status and number of all teachers, Personnel vacancies, In-service Training

4. 611 - Required Components

OK Traci Royal 6/30/2022 10:57:11 AM

4.01 In agreement

5. 611 - Public Notice

OK Traci Royal 6/30/2022 10:57:11 AM

5.01 Media Type and Specifics

5.02 Affidavit with dates Public Notice ran

5.03 Notice ran for more than one day

5.04 Public comment dates are after the last date notice ran

5.05 Advertisement Specifics - Location of the project public review, Contact person for the project review, Dates the project review will be available for public review, Grant submitted after the last Public Review date

6. 619 - Introduction

OK Dawn Meskil 6/17/2022 10:05:21 AM

6.01 Affirmation completed

7. 619 - Use of Funds

OK Adam Parent 7/5/2023 9:27:48 AM

7.01 Narratives are complete, comprehensive and acceptable.

7.02 Funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities	7.03 Funds budgeted for workshops, describe the planned staff development activities.	7.04 Carryover funds amount	7.05 Carryover utilization	
8.619 - Continuum of Services Overview				
8.01 Continuum of Services				
9.619 - Personnel Vacancies and Adjustments				
9.01 Personnel vacancies and adjustments				
10.611 - Maintenance of Fiscal Effort - Budget				
10.01 Selected Budget Method for 2020-2021				
10.02 Budgeted Data Provided and maintains effort in at least one area (as indicated by historical data) -Or- Reduction Allowances Selected (if needed)				
11.611 - Private School				
11.01 Section Applicability				
11.02 Carry-Over Funds from 2019-2020 School Year Proportionate Share Calculation:				
11.03 Private School Counts:				
11.04 Proportionate Share Calculation: 2020-2021 PRC 060 and PRC 049 planning allotment (must be whole number):Eligible Public & Private School Children: : Eligible parentally placed Private School Children (with & without service plan)				
12.611 - Coordinated Early Intervening Services (CEIS)				
12.01 Section Applicability				
12.02 CEIS Status				
12.03 Planning Allotment/Projected Budget				
12.04 CEIS Use of Funds/Budget Compliance				
13.611 - Use of Funds				
13.01 Narratives are complete, comprehensive and acceptable.				
13.02 IDEA 611 Use of Funds/Budget Compliance				
13.03 If funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities.				
13.04 If funds are budgeted for workshops, describe the planned staff development activities.				
13.05 Carryover funds amount				
13.06 Carryover utilization				
14.611 - Required Components				
14.01 In agreement				
15.611 - Public Notice				
15.01 Media Type and Specifics				
15.02 Affidavit with dates Public Notice ran				
15.03 Notice ran for more than one day				
15.04 Public comment dates are after the last date notice ran				
15.05 Advertisement Specifics: Location of the project public review, Contact person for the project review, Dates the project review will be available for public review, Grant submitted after the last Public Review date				
16.619 - Introduction				
16.01 Affirmation completion				
17.619 - Use of Funds				
17.01 Narratives are complete, comprehensive and acceptable.				
17.02 IDEA 619 Use of Funds/Budget Compliance				
17.03 If funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities.				
17.04 If funds are budgeted for workshops, describe the planned staff development activities.				
17.05 Carryover funds amount				
17.06 Carryover utilization				

18.619 - Continuum of Services Overview	▼	Not Applicable	▼	Keashia Walker	8/30/2022	11:06:56 PM
18.01 Continuum of Services Overview						
19.619 - Personnel Vacancies and Adjustments	▼	Not Applicable	▼	Keashia Walker	8/30/2022	11:06:56 PM
19.01 Personnel Vacancies and Adjustments						

GAN Information

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at NCDPI School Allotment Section. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

GAN Organization Data

Avery County Schools (060) Regular Local School District - FY 2023 - IDEA - Rev 2 - Grant Award Notification (GAN)

* Unique Entity Identifier (UEI):

EED6TVDW7MQ7

* Address:

775 Cranberry Street Newland, NC 28657

Superintendent

* Name

Dan Brigman

Email Address

danbrigman@averyschools.net

Key Personnel:

* Megan Pollard